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ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The guide is organized under the general theme of decision making. The topics are: developing a positive self-concept and learning to make responsible decisions; making decisions about myself on body systems, personal nutrition, dental health, mental health, and disease; making decisions about family and friends (family relationships, peer relationships, and drug abuse); and making decisions about society (the environment, safety, health information, services, and products, energy conservation, and worldwide availability of food). (JD)

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INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs.

The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

The third section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the third section are printed on one side only to facilitate copying.

The fourth section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

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HEALTH - 6
I AM A DECISION-MAKER

NOTES TO THE TEACHER

A positive self-concept is an essential element to the mental, social, physical and emotional well-being of a healthy individual. Through accepting and gaining an understanding of one's own characteristics, an individual develops a positive self-image. Having a positive self-concept enables one to meet challenges better and to make appropriate decisions or choices.

The focus of the sixth grade health curriculum is on decision making. In this unit students will be introduced to a specific technique for making decisions. Special emphasis should be given in teaching students how to follow the decision-making process that is presented. With practice students will be able to use this process, or a variation of it, when they encounter situations that require responsible decisions.

Activities in the I AM A DECISION-MAKER unit cover two topics:

1. Positive Self-Concepts
2. Learning to Make Responsible Decisions.

A major purpose of these activities is to establish that consequences faced are based on decisions made and that consequences are real, long or short range, subtle, and sometimes devastating. Taking responsibility for one's decisions is liberating. Facing the consequences of wrong decisions can be painful as well.

HEALTH - 6
I AM A DECISION MAKER

TOPIC: DEVELOPING A POSITIVE SELF-CONCEPT

OUTCOMES: 1. Explain how genes and chromosomes influence individual differences.

35. Demonstrate the acquisiton of desirable qualities that promote a positive self-concept and which are essential in getting along with other people.

ACTIVITY 1 - OUTCOME 1

Materials:
- Photographs of grandparents, parents, and siblings
- CHARACTERISTICS CHART (Teaching Materials Section, p. 76)

Ask students to bring photographs (in color if possible) of their grandparents, parents, and siblings. Consulting these photos and using a chart similar to the one below, instruct students to place checks in the appropriate columns on the chart to indicate which of the listed characteristics are similar to their own characteristics.

CHARACTERISTICS CHART

	HAIR COLOR	EYE COLOR	HEIGHT	FACIAL FEATURES	BODY SHAPE	PERSONALITY	BEHAVIOR	INTELLIGENCE
FATHER								
FATHER'S FATHER								
FATHER'S MOTHER								
MOTHER								
MOTHER'S FATHER								
MOTHER'S MOTHER								
BROTHER								
SISTER								

Follow the chart activity with a class discussion of how genes and chromosomes influence some characteristics within a family and at the same time make each person an individual. Include in the discussion as many interesting characteristics determined by genes and chromosomes as possible. For example:

- Brown eyes are dominate over blue.
- Tongue rolling is the result of recessive genes.
- Ear lobes that are distinctly attached to the head are determined by genes.

Ask students to write a short story illustrating what might happen if everyone had the same eye color, hair color, height, behavior, intelligence, facial features, and personality.

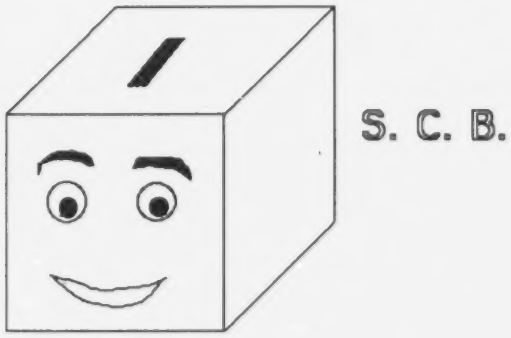
ACTIVITY 2 - OUTCOME 35

Materials:
- Statement cards (25)
- Shoe box or small cardboard box

Begin this activity with a discussion of self-concept, which includes the statements listed below:

- Self-concept is the result of what one thinks and feels about oneself.
- Thoughts and feelings about oneself are influenced by family, friends, and all the other people with whom one has contact.
- One's physical appearance and feelings about physical appearance have impact on self-concept.
- Self-concept is partly formed by the interpretation of feedback from other people who state their perceptions of an individual.
- Ability to process all incoming information (intelligence) influences the development of a positive self-concept.
- A positive self-concept enables one to assess properly one's own strengths and weaknesses, to deal with problems and other people effectively, and to cope with situations encountered throughout life.

Following the discussion, introduce the students to the S.C.B. (self-concept box). Use a shoe box or other small cardboard container to represent an imaginary person whose initials are S.C.B. The "person's" name may be Susan Carol Brake, Stanley Charles Brake, or any name students wish to create for the "person." The box may look similar to the one below.



The box should have a large opening on the top through which cards may be withdrawn. Cards or strips of paper containing the following sentences should be placed in the box:

I am cooperative.
I am argumentative.
I am helpful.
I am unfriendly.
I am critical of others.
I am frustrated with my life.
I am impatient.
I am honest.
I am dependable.
I am very intelligent.
I am a good student.
I am confident in my own abilities.
I am shy.
I am physically unattractive.
I am uncooperative.
I am happy.
I am anxious about my future.
I am tough.
I am always neat.
I am well-liked by others.
I am curious about new things.
I am jealous of others.
I am courteous.
I am physically unfit.

Introduce S.C.B. as a "person" who may become a member of the class. Instruct the class that they will determine the self-concept qualities of the new student from the S.C.B. Have students withdraw 10 or 15 statement cards to determine the characteristics of S.C.B. After selecting the cards, the class will determine the new class member's most desirable and least desirable qualities. Have students categorize the statements on the chalkboard as follows:

MOST DESIRABLE QUALITIES	LEAST DESIRABLE QUALITIES
I am helpful.	I am impatient.
I am honest.	I am physically unfit.
I am nice looking.	I am argumentative.
I am happy.	

Emphasize to students that a person's self-concept, or self-image, is important and impacts on one's whole life outlook. Point out that some of a person's "least desirable qualities" can be changed. Using the following points, lead a discussion to show students how to focus on ways S.C.B. can change the "least desirable qualities" and become more acceptable to others.

- Self-concept can be changed positively or negatively.
- Self-concept changes are not made easily and occur slowly.
- A person's central beliefs are harder to change than less strongly held beliefs.
- Building on past beliefs is an effective way to form new beliefs.
- The cumulative effect of minor or ordinary experiences has an impact on a person's self-concept.

ACTIVITY 2 - OUTCOME 35 (continued)

Ask students to write from three to five positive statements regarding their personal qualities in relation to the following titles:

-How I See Myself
-How I See Myself in Comparison to Others.
-How Others See Me.

ACTIVITY 3 - OUTCOMES 1 and 35

Materials:
- Magazines
- Construction paper

Ask students to write an advertisement (ad) about themselves. The ad should be very descriptive of the individual and emphasize the individual's characteristics that are influenced by genes and chromosomes. The students' personal advertisement may include physical characteristics, personality traits, hobbies, and interests. Encourage students to stress positive characteristics and traits.

After the ads have been developed, ask students to use portions of magazine pictures to build a collage on construction paper depicting how they view themselves. After all collages have been completed, display each on a bulletin board. Ask students to guess whom each collage represents.

The following may be used as an example of an advertisement:

ME

I am a twelve-year-old female. My hair is blond and my eyes are light blue. My face is round-shaped. I am five feet six inches tall and wear a size seven and one-half shoe. I am particularly good at running and tennis. I enjoy reading, hiking, and skating. I enjoy spending time with my friends at the skating rink on Saturdays. I try to be honest with everyone.

HEALTH - 6
I AM A DECISION MAKER

TOPIC: LEARNING TO MAKE RESPONSIBLE DECISIONS

OUTCOME: 33. Practice making decisions through use of a specific technique.

ACTIVITY 4 - OUTCOME 33

Materials:
- Poster board
- Markers
- DECISION-MAKING LADDER worksheet (Teaching Materials Section, p. 77)

Decision-making information can be copied and distributed to each student or may be put on posterboard to be displayed to the class. Ask students to define a decision. Students can describe the kinds of personal decisions made during the day.

Present a chart listing a specific technique for decision making.

DECISION-MAKING TECHNIQUE

1. Identify the problem.
2. List possible choices.
3. State probable consequences for each possible choice.
4. State the best decision.

Use the following information while informing students of the meaning of each step of the decision-making technique:

1. Identify the problem.

   Briefly state the problem or situation which requires a decision.

2. List possible choices.

   Identify possible choices that can be made in regard to resolving the problem.

3. State probable consequences for each possible choice.

   Establish the positive and negative results that would be associated with each choice.

4. State the best decision.

   The best decision is one that is responsible. Responsible is defined as being "able to distinguish between right and wrong and to think and act rationally, and hence account for one's behavior", (Webster's New Twentieth Century Dictionary, Unabridged Second Edition).

ACTIVITY 4 - OUTCOME 33 (continued)

To decide whether or not a decision is responsible, students must answer the following questions:

-Is the decision lawful?
-Is the decision consistent with all the facts?
-Does the decision promote health and safety in self and others?

Describe the following situation to which the decision-making model is to be applied:

Joe is to meet his friends in the parking lot after school. The boys have the entire afternoon planned. The first stop is the Pizza Parlor. Joe is late meeting his friends because his locker is jammed. When he gets out to the parking lot, his friends have already crossed the busy street. Joe doesn't want to be left behind. His friends are yelling for him to hurry across the busy street and are threatening to leave him. What will Joe do?

The DECISION-MAKING LADDER may be distributed and used as a worksheet to help students apply the decision-making technique to the situation.

IDENTIFY THE PROBLEM

Lead students to identify Joe's problem. The problem needs to be stated similarly to the following:

Should Joe risk his safety to rush across a busy street to join his friends?

LIST POSSIBLE CHOICES

Tell students to name as many possible solutions to Joe's problem as they can. List each choice on the chalkboard. Students' suggestions may include some of the following:

Joe can ask his friends to wait while he crosses the street at a safe crosswalk.

Joe can jaywalk across the busy street to join his friends.

Joe can tell his friends to proceed without him and that he will meet them at the Pizza Parlor when he can cross the street safely.

Joe can decide not to go with his friends.

ACTIVITY 4 - OUTCOME 33 (continued)

STATE PROBABLE CONSEQUENCES FOR EACH CHOICE

Have students state probable consequences for each choice. List the consequences directly associated with the choice. Consequences could include some of the following:

CHOICE	CONSEQUENCES
1. Ask friends to wait while he crosses at crosswalk.	Joe will cross safely. His friends may or may not wait for him.
2. Jaywalk across the the busy street.	Joe might be hit by a vehicle. Joe could cause automobiles to have an accident by trying to avoid hitting him.
3. Tell friends that he will meet them at the Pizza Parlor.	Joe will cross safely. His friends won't have to wait for him.
4. Decide not to go with friends.	Joe will be safe. Joe will not be with his friends.

STATE THE BEST SOLUTION

Remind students that the "best" solution is a "responsible" solution. Ask students to identify the choices that meet the following criteria:

- are lawful,
- are consistent with fact and reason, and
- promote health and safety in themselves and others.

Students will most likely select choice 1 (ask friends to wait until he can cross) or choice 4 (tell friends he will meet them at the Pizza Parlor). Both meet the criteria for "responsible," and students can have some debate about which is "best."

Develop additional situations concerning the following ideas to use with students as they practice the decision-making technique:

- stealing from a parent's purse or wallet
- refusing to shoplift when a group of friends are doing this for fun
- being coerced by a friend for assistance on a test
- refusing to taste beer offered at a party

ACTIVITY 4 - OUTCOME 33 (continued)

Ask students to develop a list of factors that may impact on decisions. The list may include topics such as:

- peer pressure
- feelings
- values
- advertising
- family influences

Discuss the list of factors with students. Ask students to generate ways to deal with decisions in a positive manner.

HEALTH - 6
I MAKE DECISIONS ABOUT MYSELF

NOTES TO THE TEACHER

As students continue to grow and develop physically, emotionally, and socially, many decisions must be made related to understanding how to properly care for the body. This unit presents students with the opportunity to learn about themselves, to recognize possible health problems, and to develop proper procedures for maintaining good health.

Activities in the I MAKE DECISIONS ABOUT MYSELF unit cover five topics:

1. Body systems
2. Personal nutrition
3. Personal dental health
4. Personal mental health
5. Disease

Many resources are available that deal with the topics in this unit. The following resources can be of assistance in teaching nutrition and dental health:

Alabama Smile Keeper Program
Dental Health Branch
Alabama Department of Public Health
434 Monroe Street
Montgomery, Alabama 36130-1701
(205) 261-5657

Nutrition and Your Health: Dietary Guidelines for Americans
U.S. Department of Agriculture
Room 325-A
Federal Building
Hyattsville, Maryland 20782

Percent U.S. R.D.A. Chart and Health and Nutrition: A Matter of Facts
National Live Stock and Meat Board
444 North Michigan Avenue
Chicago, IL 60611

HEALTH - 6
I MAKE DECISIONS ABOUT MYSELF

TOPIC: BODY SYSTEMS

OUTCOME: 2. Explain the relationship between the circulatory system and each of the other systems in the body.

ACTIVITY 5 - OUTCOME 2

Materials:
- Transparencies, charts or diagrams showing different body systems (optional)
- BODY SYSTEMS PUZZLE (Teaching Materials Section, p. 78)
- BODY SYSTEMS PUZZLE key (Teaching Materials Section, p. 79)

Review the systems of the body with students. Note the relationship between the circulatory system and each of the other systems of the body.

It would be helpful to use transparencies, charts, or diagrams of body systems are used in conjunction with the lecture. The lecture portion of this activity may include the following points:

The human body is comprised of a group of systems that all work together and depend upon each other for overall functioning.

The body systems to be addressed in this activity are circulatory, respiratory, skeletal, muscular, digestive, endocrine, reproductive, nervous, and excretory.

The circulatory system serves as the transportation system of the body. One of its main parts, the heart, pumps blood to the body through a network of blood vessels. Blood is pumped to all parts of the body through arteries and is returned to the heart through veins. Capillaries transport gases, nutrients, and water and are located in and through body tissues.

Since the circulatory system's role is that of transportation within the body, it shares a close relationship with other body systems because it transports materials needed or discarded by these systems. Some examples of the materials transported to and from other body systems are hormones, food, oxygen, and waste products.

The respiratory system's main role is to control the process of breathing and to rid the body of carbon dioxide. The major organs of the respiratory system are the lungs. The exchange of incoming oxygen and outgoing carbon dioxide, between the air and the blood, occurs in the lungs. The circulatory system, through the blood, transports oxygen gained from the breathing process to all body cells. Carbon dioxide is a waste product produced by body cells which is transported to the lungs and then expelled through exhaling.

ACTIVITY 5 - OUTCOME 2 (continued)

The skeletal system is the body's framework. The skeleton serves such functions as support and organ protection. The spine or spinal column consists of many vertebrae which together provide support for the body. Names of bones, bone connectors, and bone composition should be identified and discussed. Red blood cells, whose function is to carry oxygen, are made in the bones of the skeletal system.

The human muscular system serves the body by allowing movement, controlling circulation, and aiding in digestion. Discuss the kinds of movement, the way muscles work together, voluntary and involuntary movement, and the muscle's relationship to energy use. Encourage students to learn the names of a few muscles, such as biceps, triceps, pectoral, and deltoid.

The digestive system serves the body by breaking down food so that nutrients can be absorbed into the blood and transported via the circulatory system to all body cells. The discussion can focus on the different parts of the system, such as the mouth, esophagus, stomach, small intestine, liver, pancreas, and large intestine. Address facts concerning the physical and chemical processes that occur in the digestive system.

The endocrine system controls the rate of many activities of the body. This system consists of glands that secrete hormones. The glands release the hormones which are absorbed into the bloodstream and transported to specific tissues. The rate at which activities occur is important to the proper functioning of all body systems because all parts of the body must work together.

The reproductive systems of a male and a female provide the necessary components for the creation of life. Reproductive organs may be identified and their functions explained. (Note: This material may be handled with students in small groups of all boys or all girls). The circulatory system supports the reproductive system by transporting hormones. The hormones regulate the function of the reproductive system by triggering the transport of nutrients which are necessary for healthy growth of a fetus.

The nervous system is composed of the brain, the spinal cord, and a network of nerve cells located throughout the body. These nerve cells receive essential nutrients and oxygen through the circulatory transport system. One aspect of the nervous system which controls, in part, all systems of the body is that its functions are partially under voluntary control. Functions of the system occur, however, involuntarily and are a part of the autonomic nervous system. The nervous system, its parts and functions, should be emphasized.

ACTIVITY 5 - OUTCOME 2 (continued)

The excretory system, along with other body systems, eliminate waste products from the body. The kidneys, ureters, bladder, and urethra are all parts of the excretory system. Blood transports cell waste to the kidneys, which serve as filters to eliminate waste products from the blood and the body. The kidneys pass the wastes from the body by way of the ureters, bladder, and urethra in the form of liquid waste called urine.

Use the BODY SYSTEMS PUZZLE to reinforce the lecture portion of the lesson.

ACTIVITY 6 - OUTCOME 2

Materials:
- Blue and red yarn (optional)
- Rulers (optional)
- Poster board (optional)
- Markers (optional)
- Notebooks (optional)

Ask students to create a project which demonstrates how the circulatory system interacts with other body systems.

The following two examples could be used to demonstrate how diverse the projects can be:

1. Large outline drawings of the body or organs, such as the heart, could be used to show the circulation of the blood. Red and blue yarn could be used to represent oxygenated and waste-filled blood, respectively, and the paths of circulation throughout the body.

2. A notebook could be developed which focuses on the circulatory system and its relationship with other body systems. Illustrations could be included along with narratives to make the writing clearer. An outline similar to the following may be used.

CIRCULATORY SYSTEM

I. PARTS AND FUNCTIONS

   A. Illustrations (drawings)
   B. Description

II. RELATIONSHIP TO OTHER SYSTEMS OF THE BODY

   A. Illustrations (drawings)
   B. Effects of circulatory problems

ACTIVITY 6 - OUTCOME 2

Other projects, such as bulletin board displays, posters, diagrams, or mobiles, would be acceptable. Give students time to develop and present their ideas for teacher approval prior to starting the actual project.

Arrange for completed projects to be displayed in the classroom , the school, or some location in the community.

HEALTH - 6
I MAKE DECISIONS ABOUT MYSELF

TOPIC: PERSONAL NUTRITION

OUTCOMES:

9. Discuss the relationship among functions of the major nutrients, the recommended daily allowance of the four basic food groups, and the role of calories.

10. Describe the relationship between improper diet and health problems.

12. Relate negative and positive aspects of diet and exercise to health conditions.

18. List foods that comprise a nutritionally balanced diet.

19. Discuss an infant's need for proper care, both before and after birth.

25. Explain the relationship between weight control and nutritional labeling in determining a balanced diet.

33. Practice making decisions through use of a specific technique.

37. Practice behaviors that demonstrate a positive attitude toward personal nutrition.

ACTIVITY 7 - OUTCOMES 9 and 25

Materials:
- PERCENT UNITED STATES RECOMMENDED DAILY ALLOWANCE (RDA) CHART (Teaching Materials Section, pp. 80-82)
- Nutrition Center (optional)
- Charts/handouts on food groups, nutrients and calories (optional)
- NUTRITION FIND-THE-WORD PUZZLE (Teaching Materials Section, p. 83)
- NUTRITION FIND-THE-WORD PUZZLE key (Teaching Materials Section, p. 84)

Review with students the major nutrients, food groups and the definition of a calorie. Suggestions for review include the following:

- All cells need nutrients for energy, maintenance, growth, and repair.
- Nutrients come from foods.
- There are more than forty known nutrients.
- The six categories of nutrients are water, protein, carbohydrates, fats, vitamins, and minerals.

ACTIVITY 7 - OUTCOMES 9 and 25 (continued)

- The six essential nutrients are as follows:

1. Water - Water is perhaps the most important of all the nutrients because it is found in all cells. The blood is ninety percent water. The blood carries all the other nutrients to the cells and takes away waste. Every food has water in it.

2. Proteins - Proteins are the building blocks of the body. Proteins are found in some form in all tissue. Proteins can also be used for energy when needed. Sources of proteins are meat, fish, poultry, dairy products, eggs, grains, nuts, seeds, dry beans, and peas.

3. Carbohydrates - Carbohydrates have the responsibility of constantly supplying energy to all cells in the body. There are three different kinds of carbohydrates: sugars, starches, and fibers. Sugars are found naturally in fruits, milk, and some vegetables, such as peas. Starches are found in rice, potatoes, vegetables, breads, and cereals. Fiber can be found in whole grains, fruits, and vegetables.

4. Fats - Fats supply twice the amount of energy as carbohydrates and carry fat-soluble vitamins through the body. Fats are found in butter, margarine, oils, nuts, shortening, some salad dressings, whole milk, cheese, ice cream, meat, poultry, fish, nuts, seeds, avocados, olives, gravies, sauces, bakery foods, fried foods, and some candies.

5. Vitamins - Vitamins are found in foods in tiny amounts and are essential for cells to function. Some vitamins are named, and others are identified by a letter of the alphabet.

6. Minerals - Minerals are found in foods and have diverse tasks, such as building strong bones. The major minerals essential to the body are calcium, phosphorus, magnesium, sulfur, sodium, potassium, chloride, and trace amounts of iron, iodine, fluoride, and zinc.

ACTIVITY 7 - OUTCOMES 9 and 25 (continued)

One type of food does not contain all of the essential nutrients. It is important to eat a variety of foods from the four basic food groups.

The recommended daily allowances for each of the four basic food groups are:

1. Meat - two servings daily
2. Fruit and vegetables - four or more servings daily
3. Milk products - three to four servings daily
4. Bread and cereal - four servings daily

Foods provide nutrients which supply energy.

A measure of the amount of energy provided is the calorie.

Junk foods are those foods which are high in caloric value but low in nutritional value.

After reviewing the information on nutrition, create a learning center about nutrition. Display charts or handouts which describe the basic food groups, the types of nutrients, and examples of the caloric content of various foods. Collect a variety of labels from the containers used to package foods. Labels should show the percent of recommended daily allowances (RDA) of various nutrients, such as protein, fat, vitamin A, vitamin C, and calcium.

Ask students to consult the PERCENT UNITED STATES RECOMMENDED DAILY ALLOWANCE (RDA) CHART. Then have students select three foods which are listed on the Percent U.S. R.D.A. Chart and compare the nutritional value provided by each food. Students may use a small chart similar to the one below to record comparisons.

NUTRIENTS	BROCCOLI 1/2 CUP	GREEN BEANS 1/2 CUP	FRENCH FRIES 10 FRIES
PROTEIN	5 % RDA	3 % RDA	4 % RDA
FAT	0 % RDA	0 % RDA	75 % RDA
VITAMIN A	22 % RDA	8 % RDA	0 % RDA
VITAMIN C	80 % RDA	10 % RDA	8 % RDA
CALCIUM	9 RDA	3 % RDA	0 % RDA

Students may list additional nutrients such as thiamine, riboflavin, niacin, and iron. From the three foods selected, have students determine the example that supplies the greatest amounts of nutrients listed on the PERCENT U.S. R.D.A. Chart.

ACTIVITY 7 - OUTCOMES 9 and 25 (continued)

Ask students to select labels from the collection in the nutrition center and to examine labels for information about nutrients, additives, preservatives, and caloric content. Have students consider information contained on the labels and decide which foods would most likely contribute to a balanced diet.

Use the NUTRITION FIND-THE-WORD PUZZLE to help students learn important food and nutrition terminology. Distribute one copy of the puzzle to each student. Tell students that they can determine which words to find in the puzzle by completing the statements accompanying the puzzle. Words in the puzzle may be found in the following directions: forward, backward, vertical, horizontal, or diagonal.

ACTIVITY 8 - OUTCOMES 18, 25, and 37

Materials:
- Students' diaries of foods eaten
- FOOD GROUPS CHART handout (Teaching Materials Section, p. 85)
- FAT FACTS worksheet (Teaching Materials Section, pp. 86-87)
- PERCENT UNITED STATES RECOMMENDED DAILY ALLOWANCE (RDA) CHART (Teaching Materials Section, pp. 80-82)
- Resource person
- Tape measure
- Posters
- Cards

Instruct students to keep a diary of the types and amounts of all foods eaten during a weekend (Saturday and Sunday, including snacks). Give each student two copies of the FOOD GROUPS CHART handout. Ask students to prepare their diaries for Days 1 and 2, grouping all foods consumed under the appropriate food group title. Ask students to examine the completed FOOD GROUPS CHART and to judge whether their diets were balanced on Days 1 and 2. Ask students to label Saturday "Day 1" and to label Sunday "Day 2."

Distribute the FAT FACTS worksheet. Ask students to transfer the information concerning Day 2 from their diaries to Menu 1 on the FAT FACTS worksheet. Ask students to use the second page of the Fat Facts Worksheet to calculate both the total number of calories consumed and the total number of calories consumed from fat, and the number of calories recommended to be consumed from fat. Discuss which diets appear to be nutritionally balanced. Discuss how students might use information from labels to select nutritious foods.

Invite a resource person trained in physical fitness and nutrition to provide information on body fat, weight control, and the nutritional value of foods. After the presentation, ask students to try to pinch-an-inch at the waist area. If over an inch can be pinched, the student could have an excess amount of body fat. Another comparison is waist and chest measurements. When the waist is much larger than the chest, fat content is often too great.

ACTIVITY 9 - OUTCOMES 18, 33, and 37

Materials:
- PERCENT UNITED STATES RECOMMENDED DAILY ALLOWANCE (RDA) CHART (Teaching Materials Section, pp. 80-82)
- Posters
- Index cards
- Markers

Using the number of suggested servings from each food group discussed in Activity 7, ask students to plan a menu for two days, including breakfast, lunch, and dinner. Students may refer to the RDA Food Chart to select appropriate nutritional foods required for balanced meals. Nutritional foods can be defined as those which are low in fat content but which provide adequate amounts of protein, minerals, and vitamins.

Review the decision-making techniques in Activity 4. Ask students to develop a personal plan for correcting their dietary problems. Students should analyze the results of Activities 7 and 8, draw conclusions about current or future problems as a result of their eating habits, and arrive at a solution for improving their diets and controlling weight.

Examples which demonstrate reducing calories from fat are as follows:

- Substituting skim milk for whole milk products.
- Trimming fat prior to cooking meats.
- Removing skin from chicken.
- Buying lean, ground meat (at least 85% lean).
- Baking, broiling, or roasting instead of frying meats.
- Using product labels to help select foods that are nutritionally beneficial.

Ask students to prepare posters or cards to be displayed in the nutrition center with suggested solutions for improving dietary problems.

Select some of the students' completed personal plans to display in the nutrition center. Discuss the decisions reflected in the personal plans.

ACTIVITY 10 - OUTCOMES 10 and 12

Materials:
- One or more sets of encyclopedias, pamphlets, or other resources on cardiovascular, mental, orthopedic, dental, overweight, and blood pressure problems.
- DIET CROSSWORD PUZZLE (Teaching Materials Section, p. 88)
- DIET CROSSWORD PUZZLE key (Teaching Materials Section, p. 89)

Set the stage for a research activity by discussing with students that the project will involve describing the relationship between improper diet and health problems. Ask students to research selected topics to determine the relationship between improper diet and the effect improper diet can have on cardiovascular, mental disorders, orthopedic problems, dental problems, obesity, and blood pressure problems.

Ask students to select one of the health problems above and describe the effects of improper diet. Ask students to present the results of their investigations to the class. As students present to the class, list the main points on the chalkboard and summarize the results.

ACTIVITY 10 - OUTCOMES 10 and 12 (continued)

Upon successful completion of the research activity, ask students to complete the DIET CROSSWORD PUZZLE. Discuss answers and relate terminology to the previous research.

ACTIVITY 11 - OUTCOMES 33 and 37

Materials:
- Health or nutrition resource texts
- Magazines containing health information

Explain that the purpose of this activity is to examine each student's personal eating habits and to make positive decisions about the importance of personal nutrition to good health. Ask students to list everything they have eaten during a given period of time and to give reasons why each food was consumed. Students should record all foods consumed and circumstances of consumption, such as foods eaten during visits to the local fast-food restaurants or pizza places, foods eaten as between meal snacks, and food eaten during meals. In addition to recording what and why foods were eaten, ask students to record opinions about the benefit or harm of the different foods to their body.

Ask students to examine their reasons for eating foods listed in their individual records. After examining the reasons, ask students to describe the benefit or harm of each food item. Help students assess the status of their personal eating habits and make suggestions for positive changes.

Ask students to write an essay about positive and negative factors which contribute to health conditions. In the essay students can use the examples below and terms from the crossword puzzle as a sample listing of factors which affect health.

Example 1 -

Health Conditions
Obesity
Deficiency diseases
Physical activity
Life expectancy
Susceptibility to disease

Example 2 -

Negative Factors

Improper diets	Protein diet
Diets of specific foods	Crash diet
Carbohydrate diet	Nutritive supplements
Fasting	Food fads
Fast foods	Improper exercise
Lack of exercise	

Example 3 -

Positive Factors
Proper exercise
Balanced diet

Ask for volunteers to read the completed essays. Discuss students' essays with the class.

ACTIVITY 12 - OUTCOME 19

Discuss with the students the following points concerning the proper care for infants, both before and after birth:

1. Before birth (mother and child)

   - The mother should eat a variety of high-quality foods from the four basic food groups.
   - The mother's diet affects both the mother and the growing infant.
   - Calcium intake should double for the mother prior to birth.
   - Protein intake should increase to provide nutrition for the development of the brain, muscle, skin, and internal organs of the infant.
   - Fruits and vegetables which are rich in certain vitamins are necessary for proper infant development.
   - Caffeine consumption should be reduced by the mother because it can cause premature birth, spontaneous abortion, as well as poor reflexes and muscle tone in a newborn infant.
   - Alcohol intake by a mother can cause lower birth weight or damage to an infant's central nervous system.
   - The mother should take physician-prescribed, prenatal vitamins to ensure proper nourishment for both mother and the child.
   - Over-the-counter drugs, such as aspirin and cold medicines, as well as prescription drugs, should be taken only after consulting a physician.
   - Possible effects of smoking include low birth weight, diminished oxygen supply for the infant, and increased carbon monoxide in the infant's blood.

2. After birth (infants)

   - Babies need about 12-16 hours of sleep a day.
   - Sleep usually comes in 2-5 hour periods of time.
   - Babies need physical contact to help strengthen the bond between mother and baby.
   - Between the ages of four and six months, babies should be introduced to solid foods to supplement the milk or formula.
   - Babies should be burped after feedings.
   - Meals should be a pleasant event for baby and parent.
   - A pediatrician should be chosen as soon as possible after the baby is born.
   - Babies are individuals and develop their own schedule for eating, sleeping, and waking.

Invite a class member's mother and infant sibling to come to the class and discuss or demonstrate the following:

- an infant's feeding schedule and habits
- recommended foods for a balanced diet
- pediatrician visits (weight, length, vaccination schedule, etc.)

ACTIVITY 12 - OUTCOME 19 (continued)

Encourage students to ask questions. It is important for students at this age to understand some of the responsibilities inherent in being a parent; a parent's responsibilities include the child's care after birth as well as proper care of the parents' bodies prior to the child's birth.

Ask students to write a short story concerning the proper care of an infant. Students may choose to write the story from the perspective of a mother, father, sister, or brother. The story should focus on a specified period of time, such as one day or one week. Stories might describe the following:

- feeding procedures
- menu selection for an infant
- a parent's proper diet
- an infant's sleeping schedule.

Ask students to share stories. As students read their stories, ask the class to note examples of the proper care of both parent and child.

HEALTH 6
I MAKE DECISIONS ABOUT MYSELF

TOPIC: PERSONAL DENTAL HEALTH

OUTCOMES:
3. Explain the results that common dental health problems could have on physical and emotional health.

16. Describe the practices necessary for the proper care of teeth and gums.

33. Practice making decisions through use of a specific technique.

ACTIVITY 13 - OUTCOME 16

Invite a dental hygienist or a representative from the Alabama Department of Public Health, Dental Health Bureau, to speak to students concerning proper dental care. The following topics should be addressed: proper method of brushing and flossing teeth, importance of regular dental check-ups, prompt correction of dental problems, and fluoridating the water supply.

ACTIVITY 14 - OUTCOME 16

Materials:
- Construction paper
- Plain white paper
- Markers or drawing pens
- Magazine pictures
- Scissors
- Glue
- Stapler

Divide the class into several small groups and have each group produce booklets concerning the proper care of teeth. The booklets may be prepared for an audience of younger children and should contain information concerning the following:

- Brushing
- Flossing
- Scheduling regular dental check-ups
- Dealing with special dental problems

Encourage students to write in simple straight-forward language the procedures for care of teeth. Have the students illustrate the booklets with original drawings and/or pictures from magazines.

Booklets may be shared with younger children in small groups or used as a follow-up activity to an oral presentation.

ACTIVITY 15 - OUTCOME 3

Materials: • DENTAL HEALTH PROBLEMS chart or transparency master (Teaching Materials Section, p. 90)

Use the chart below, similar information, or the transparency master to provide students with basic information concerning common dental health problems. Lead the students in determining the kinds of physical and emotional problems that might result from inattention to dental hygiene and dental problems.

DENTAL PROBLEM	BASIC DESCRIPTION	CAUSES	EFFECTS ON THE BODY
TOOTH DECAY	MINERAL DISSOLUTION OF A TOOTH; SUGAR AND PLAQUE INTERACTING TO FORM AN ACID WHICH ATTACKS THE TOOTH	COMBINATION OF EATING SUGARY FOODS TOO OFTEN AND IMPROPER CLEANING OF TEETH	UNFILLED CAVITIES CAUSE ABSCESSES, PAIN, AND TOOTH LOSS
GINGIVITIS	INFLAMMATION OF GUMS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH; IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE; POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH; HORMONAL IMBALANCE; BLEEDING GUMS
PERIDONTAL DISEASE	INFLAMMATION OF GUMS; ADVANCED CASE OF GINGIVITIS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH; IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE; POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH; HORMONAL IMBALANCE; BLEEDING GUMS; TOOTH LOSS; BONE LOSS
ABSCESSES	COLLECTION OF PUS IN THE TISSUES	BACTERIA-CAUSED INFECTION AS A RESULT OF TOOTH DECAY	VERY PAINFUL; SWOLLEN GUMS; INFECTION MAY SPREAD TO OTHER PARTS OF THE BODY
MALOCCLUSION	BAD BITE; UPPER AND LOWER TEETH DO NOT COME TOGETHER CORRECTLY	INHERITED--TOOTH SIZE AND JAW STRUCTURE; ENVIRONMENT--THUMB SUCKING, LIP BITING, CHEEK SUCKING	IMPROPER CHEWING; FACIAL DEFORMITIES LEADING TO EMOTIONAL DISTURBANCES; SPEECH DEFECTS; GUM DISEASES
ORAL CANCER	LESION OR ABNORMAL GROWTH THAT WILL NOT HEAL	LIP BITING; TAKING IMPROPER CARE OF TEETH; LEUKOPLAKIA (WHITE SPOTS ON LIPS, PALATE, OR INSIDE CHEEKS) IS ASSOCIATED WITH SMOKING, CHEWING TOBACCO, OR USING SNUFF	UNHEALED SORES ON LIPS, GUMS, OR INSIDE MOUTH; UNEXPLAINED NUMBNESS IN ANY PART OF THE MOUTH; BLEEDING IN MOUTH FROM NO APPARENT CAUSE

ACTIVITY 16 - OUTCOME 3 and 33

Materials: • DENTAL HEALTH SITUATION handout (Teaching Materials Section, p. 91)

Have students list possible emotional and/or social problems which young people might experience due to malocclusion, gingivitis, peridontal diseases, or any dental problems previously discussed.

After a list of problems concerning dental health have been identified, the class should examine the problems and generate possible solutions. Have the class address prevention of the identified dental problems or address the use of coping skills in dealing with the physical, emotional, and/or social problems which may result from severe dental problems.

Students may use the decision-making techinques discussed in Activity 4 to assess the following situations:

Situation 1

Jim enjoys watching baseball games on television, and he also plays on the local baseball team. He has been hearing commercials on the radio regarding smokeless tobacco, especially chewing tobacco. The commercials emphasize "that it helps you to relax." One or two of Jim's teammates have started using chewing tobacco, and they have offered it to him on social occasions. Jim has refused the offer because he remembers that his uncle had part of a lip removed due to oral cancer. Lately, Jim has begun to feel left out of the group. He is considering buying his own chewing tobacco and joining his friends in using tobacco. What decision should Jim make?

Situation 2

Susan chews gum from early morning until bedtime. She says the gum curbs her appetite, so she usually just drinks a soft drink and eats cookies for lunch. Many times she forgets or neglects to brush and floss her teeth before bedtime. She was surprised when she had three cavities at her last dental check-up. What would you recommend to Susan?

HEALTH - 6
I MAKE DECISIONS ABOUT MYSELF

TOPIC: PERSONAL MENTAL HEALTH

OUTCOME: 34. Devise a personal plan for dealing positively with stressful factors based on personal interests, values, and physical characteristics.

ACTIVITY 17 - OUTCOME 34

Lead a discussion on stress and how to recognize its effects on a person's life. The following points may be used in the discussion:

- Stress can be either positive or negative.
- Stress can result from encounters with situations which require actions or reactions.
- Decisions may be required as adaptations are made when dealing with various situations.
- Physiological changes, such as a decrease or an increase in energy levels, an accelerated pulse rate, an excessive amount of perspiration, an increase or a loss of appetite, and/or a headache may occur as the result of a stressful situation.
- Emotional reactions may be exhibited through excitability, such as nervousness, fear, irritability, and/or frustration.

Generate a list of activities or methods that might be used to help control the effects of stress. The following list may be used as a reference:

- Engage in an enjoyable activity.
- Try a new hobby.
- Do something creative.
- Go for a walk.
- Try jogging.
- Read a book.
- Sing uninhibitedly.
- Dance to music.
- Listen to music.
- Write a poem or story.
- Engage in physical exercise.
- Visit a friend.
- Write a letter.
- Volunteer help to another person.
- Go on a picnic.

ACTIVITY 17 - OUTCOME 34 (continued)

Have students practice the following techniques in class to demonstrate ways to cope with stress:

A Tension Reliever

Close your eyes. Tighten and make tense all the muscles in your body including neck, face, legs, arms, and stomach.

Then relax, open your body, and take a few slow, deep breaths.

Repeat. Bend over, pull up your legs, and tighten your fists. Hold this position.

Now release tenseness in all muscles. Breathe slowly.

Repeat this process again. Release and relax. Feel your energy flowing comfortably.

A Moment Apart

Close your eyes for a few moments and relax. Place your head on your arms. Let the mind clear. (Gentle music is helpful.)

Regain your composure slowly and easily. Stretch the skin on your face by opening your eyes and mouth widely several times.

ACTIVITY 18 - OUTCOME 34

Materials: • STRESS SITUATION CARDS Handout (Teaching Materials Section, p. 72)

Ask students to generate a list of situations which they consider to be stressful. The situations may involve experiencing encounters with parents concerning rules, feeling pressure to make good grades, identifying with and belonging to a certain group of friends, developing boy/girl relationships, making decisions to use or refuse drugs and tobacco, or participating in extra-curricular activities. In addition to the students' list, present the following situations:

ACTIVITY 18 - OUTCOME 34 (continued)

Situation 1

John is a student of average ability. He is very motivated and self-disciplined in relation to his school assignments. John's parents demand that he maintain an A or B average in all of his subjects. As the school year progresses, John's teachers and the subjects he is taking are becoming progressively more difficult for him. John is worried that his grades will not meet expectations. He is spending more and more time worrying about his grades and his parents' reaction if he makes a grade lower than a B. What can John do to relieve this pressure?

Situation 2

Leslie has always been able to eat food with total disregard to gaining weight. She is finding that she can no longer eat the between meal snacks or the high calorie content foods she enjoys without gaining weight. She has always been thought of by her friends as having the perfect figure. Leslie is afraid that she is going to become fat and that her friends will no longer like her. It seems the more she worries about her weight, the hungrier she becomes. What can Leslie do to change this stressful situation?

Situation 3

Ronald is a handsome young man, well liked by the students in his class, and often referred to as the "life of the party". Ronald spends a great deal of time with his older brother and his brother's friends. Most of the group smoke, and they are pressuring Ronald to join the group to be "cool" and smoke. Ronald does not want to become addicted to cigarettes, but he wants to be accepted by the older group. What can he do to relieve the pressure of this situation?

Divide the class into groups of five or six. Assign each group a stressful situation from the student-generated list or the three sample situations. Ask each group to develop a role-play situation to present to the class. The presentation may include suggestions for dealing positively with the stress factors or suggestions which could alleviate the stress entirely.

After completing the role play situations, ask students to develop a personal plan for dealing with one stressful situation in which the student is personally involved. After writing a brief description of the situation, students will develop a personal plan for dealing with the stress caused by the situation. Include in the plan practical ways for implementation. Assure students that their plans for dealing with personal stress will be read only by the teacher.

ACTIVITY 18 - OUTCOME 34 (continued)

Each student's personal plan should include information that addresses the following points:

- Identification of a personally stressful situation.
- Identification of the effects stress has on the body.
- Identification of positive strategies or activities which could be used personally to deal with the effects of stress.

HEALTH - 6
I MAKE DECISIONS ABOUT MYSELF

TOPIC: DISEASE

OUTCOMES:

5. Describe the probable causes and the symptoms of the following chronic and degenerative diseases: emphysema, cancer, cardiovascular disease, epilepsy, cerebral palsy, and sickle cell anemia.

6. Describe infections in terms of their causes and means of transmission.

7. Determine how the body's defense system deals with certain infections and/or diseases.

8. Describe the methods of transmission, symptoms, harmful effects, and recent statistics regarding the AIDS virus.

17. Discuss safe and unsafe practices as they relate to the transmission of the AIDS virus.

29. Evaluate health in terms of standards of physical, mental, and social health rather than in terms of absence of disease and/or infirmity.

ACTIVITY 19 - OUTCOME 5

Materials:
- Small box for file
- File folders
- Labels
- Markers

Divide the class into six groups. Assign each group the task of developing a vertical information file on one of the following diseases: emphysema, cancer, cardiovascular diseases, epilepsy, cerebral palsy, and sickle cell anemia. Information may be obtained from several sources, such as the following:

American Lung Association
1740 Broadway
New York, NY 10019

American Cancer Society
777 Third Avenue
New York, NY 10017

American Heart Association
7320 Greenville Avenue
Dallas, TX 75231

Epilepsy Foundation of America
4351 Garden City Drive, Suite 406
Landover, MD 20786

ACTIVITY 19 - OUTCOME 5 (continued)

United Cerebral Palsy Association
330 E. 34th Street
New York, NY 10001

The National Association for Sickle Cell Disease, Inc.
4221 Wiltshire Boulevard
Suite 360
Los Angeles, CA 90010-3503

Local offices of the organizations mentioned above are also sources of information.

Ask each group to prepare an information sheet that provides summary data concerning the causes and symptoms of the disease assigned to them. The information sheet should be studied and reviewed by each member of the group as well as being shared with the entire class.

ACTIVITY 20 - OUTCOME 6

Materials:
- Poster board
- Markers
- Resource materials, textbooks, etc.

Divide the class into three groups to prepare a report on the following topics:

1. Diseases caused by bacteria

   sore throat
   tuberculosis

2. Diseases caused by viruses

   colds
   pneumonia

3. Means of transmitting diseases

   skin
   mouth
   body fluids
   wounds/breaks in skins
   respiratory passages

Ask each group to research the topic assigned to them and develop ways to present the information to the class. Suggest that visuals, such as posters, bulletin board displays, or transparencies, be used in the presentations.

ACTIVITY 21 - OUTCOME 7

Materials: • BODY'S NATURAL DEFENSE SYSTEM handout or transparency master (Teaching Materials Section, pp. 93-94)

Review the body's natural defense system by using a transparency or prepared handout which includes the information listed below:

1. The body's defense mechanisms are as follows: skin, mucous membrane, blood, and antibodies.

2. The skin is the largest organ in the body. The top layer is called the epidermis. It provides a means of preventing bacteria from entering the body. The epidermis is composed of numerous cells that are not alive. These cells are continually replaced. When dead cells are removed, the living cells underneath die and replace the outer cells.

   The body continuously makes new epidermal cells so that the body is never without the protective covering. A break in the skin becomes a weak spot in the first line of defense against disease-causing organisms.

3. Mucous membranes of the body contain bacteria-killing chemicals and serve as a protective lining to trap and destroy disease-causing organisms invading the body.

   The entire respiratory tract is lined with a mucous membrane that has cilia (fine, short hairs). The cilia move back and forth to prevent bacteria from lodging in the lungs. If the disease-killing organism gets past the nose or the mouth, the mucous increases to eliminate or trap the material. Coughing moves the mucous along and assists in eliminating organisms from the body.

4. The blood is made up of different types of blood cells--erythrocytes (red blood cells), leukocytes (white blood cells), platelets, and thrombocytes. White blood cells serve as a defense mechanism by rushing to an area of the body that is injured to engulf and destroy bacteria. The white blood cell count is elevated when bacteria is present in the body.

5. Antibodies are formed from white blood cells which become plasma cells when disease-causing organisms enter the body. The plasma cells then produce antibodies. Antibodies can combine with viruses to prevent invasion of healthy cells.

   There are many types of antibodies. However, each type acts against only one type of disease-causing organism. Many diseases can be contracted only once due to the antibodies produced during the illness. The antibodies are developed to help the body combat diseases which may try to invade the body again.

6. Proper diet and exercise help the body function efficiently and cause the immune system to remain strong.

ACTIVITY 21 - OUTCOME 7 (continued)

After reviewing the body's natural defense system, discuss how the body reacts when certain infections and/or diseases are encountered. (Specifically address the infections and diseases listed in Activity 20.)

ACTIVITY 22 - OUTCOME 29

Materials:
- Magazines (sources for pictures and words)
- Glue/glue sticks
- Poster board

Divide the class into groups of four students per group. Have students brainstorm words and phrases which would describe a healthy person in terms of the following categories:

- physical health
- mental health
- social health

Ask each group to search magazines for pictures that feature healthy people; for example, a picture of a man swimming would depict exercise as a contributing factor to good, physical health. Pictures, words, and phrases may then be combined into a collage. Display each group's finished collage in the classroom or in the school hallway.

ACTIVITY 23 - OUTCOMES 8 and 17

Materials:
- Poster board or chart tablet
- Markers
- Sentence strips made from tag board or index cards
- CONTINUUM OF DEVELOPMENT OF DISEASE handout (Teaching Materials Section, p. 95)
- CONTINUUM OF DEVELOPMENT OF DISEASE chart (Teaching Materials Section, p. 96)
- SAFE AND UNSAFE BEHAVIORS handout (Teaching Materials Section, p. 97)

In order for students to gain information concerning AIDS, present the following activity. Simulate a television newsroom set. The arrangement could include a desk and/or table, two chairs, and WABC News sign. Prepare a television newscast script using the information in this activity. Prepare the following signs for display during the broadcast:

Sign 1. AIDS
Sign 2. Acquired Immune Deficiency Syndrome
Sign 3. Human Immunodeficiency Virus
Sign 4. NO CURE
Sign 5. "Domino Effect" Chart

NEWSCASTER: Good evening. This is WABC News. Tonight we will bring you the latest information on the AIDS virus. AIDS is the acronym for Acquired Immune Deficiency Syndrome. (Ask a student to carry sign 1 across the stage followed by sign 2.)

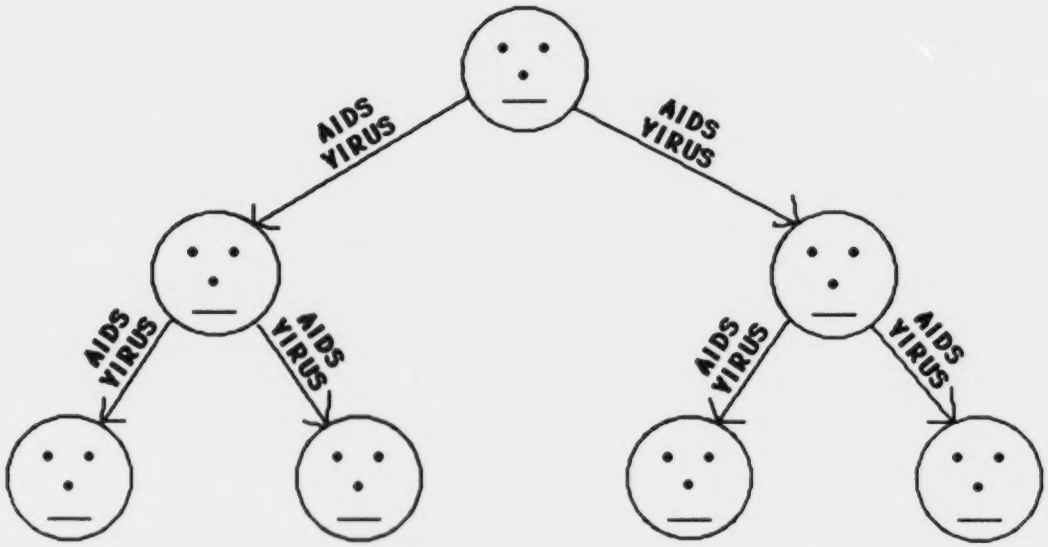
The disease is caused by a virus called the Human Immunodeficiency Virus. (Display sign 3.) A virus is something that makes people sick. It is so small that it cannot be seen with the naked eye. A virus must get into the body in order to make a person sick.

AIDS has been rapidly spreading with each passing year since 1981. More and more cases are reported, and more and more deaths occur because there is no cure. (Display sign 4.) The latest statistics regarding the number of AIDS....(Contact the local department of health to receive the latest statistics concerning the number of cases in the local area, the state, and the nation.)

Let us examine the harmful effects of AIDS. Since there is no cure for AIDS, individuals with AIDS will eventually die. People who have the AIDS virus cannot be identified because of who they are, what they look like, or where they live. It is impossible to tell who has the disease simply by looking at someone. AIDS can spread throughout society. (Display chart, sign 5.) The following chart shows the impact AIDS can have. One person can cause a "domino effect" in spreading the AIDS virus.

THE SPREAD OF AIDS

"DOMINO EFFECT"



NEWSCASTER: To continue our program on AIDS, we have invited the noted expert, (teacher's name), to serve as guest commentator. (Teacher's name) will address the symptoms, means of transmission, and the "safe" and "unsafe" practices regarding AIDS.

ACTIVITY 23 - OUTCOMES 8 and 17 (continued)

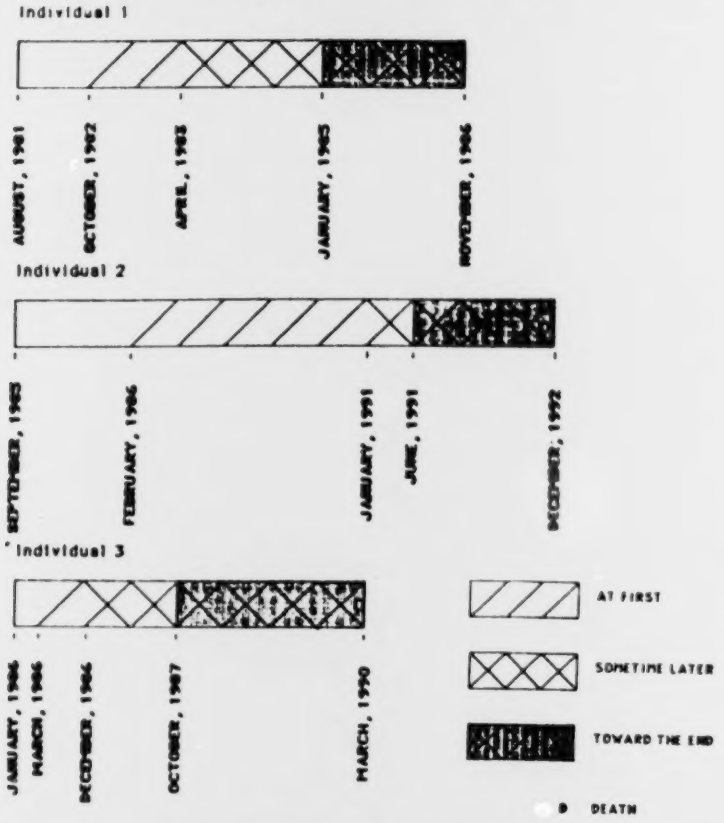
GUEST COMMENTATOR:

> The AIDS disease does not react exactly the same in all people. However, the disease does cause death. There is no cure. There is no vaccine at this time to prevent a person from getting the virus.
>
> Let us now examine what happens to people when they are infected with the AIDS virus. (Distribute copies of the CONTINUUM OF DEVELOPMENT OF DISEASE handout to the audience.)

During discussion, emphasize the following points:

- Stages have no definite time spans.
- All people who have AIDS will die.
- Some people die more quickly than others.

CONTINUUM OF DEVELOPMENT OF DISEASE



(Distribute copies of the CONTINUUM OF DEVELOPMENT OF DISEASE CHART to the "audience.")

Note that the three individuals depicted on the chart have had the disease develop at different rates. Explain the difference in the time lines, and discuss dates.

ACTIVITY 23 - OUTCOMES 8 and 17 (continued)

Before beginning this continuation of the activity, use tag board or index cards to make sentence strips which contain examples of safe and unsafe behaviors regarding the AIDS virus. Refer to the SAFE AND UNSAFE BEHAVIORS handout. Write one behavior on each piece of tag board or index card.

List two categories, SAFE and UNSAFE, on the chalkboard.

Explain that behaviors related to the transmission of the AIDS virus can be classified as either SAFE or UNSAFE.

Discuss definitions of each category:

SAFE	UNSAFE
(Casual contact with other people.)	(Sexual contact or sharing IV [intravenous] needles with an infected person.)

Explain that students will now categorize behaviors in regard to the AIDS virus as either SAFE or UNSAFE. Use the prepared sentence strips, and read each behavior, one at a time. After reading each sentence strip, ask for a volunteer to place the strip in the chalk tray under the proper category. Ask students to state reasons for placing each behavior in a category. Ask the class whether it agrees with the placement of each behavior. Guide the class toward consensus. Write the behavior in the proper category on the chalkboard.

SAFE AND UNSAFE BEHAVIORS

- engaging in sexual activity with an infected person
- donating blood
- tutoring a student who has AIDS
- engaging in IV drug abusing behaviors
- receiving blood from an infected person, usually through a blood transfusion
- sitting next to someone with AIDS
- transmitting AIDS from an infected mother to a baby before or during birth
- being served restaurant food prepared by an AIDS-infected person
- visiting in a hospital where there are AIDS patients
- dancing close together
- kissing with a closed mouth
- taking the test for AIDS
- sharing needles with drug addicts
- swimming in a pool
- hugging a person who has AIDS
- taking care of a brother or sister who is infected with the AIDS virus
- drinking from a public water fountain
- playing with pets that have been around the AIDS virus

ACTIVITY 23 - OUTCOMES 8 and 17 (continued)

For proper categorization of each behavior as SAFE or UNSAFE, see the list of SAFE AND UNSAFE BEHAVIORS handout

To summarize the presentation on the transmission of AIDS virus and the safe and unsafe practices regarding AIDS, write the following two questions on the chalkboard and illicit responses from the audience.

1. What are the two main ways to get AIDS? (Having sex with an infected person and sharing needles with an infected person)

2. Can anyone get AIDS? (yes, if they participate in unsafe behaviors)

HEALTH 6
I MAKE DECISIONS ABOUT FAMILY AND FRIENDS

NOTES TO TEACHER

Peer and family relationships are vastly important to sixth-grade students. Support from family members, as well as participating in making family decisions, provides students with a basic foundation for developing positive peer relationships. In this unit students will examine situations related to family life and with peer pressure that may impact on considerations about drug use and abuse.

Activities in the I MAKE DECISIONS ABOUT FAMILY AND FRIENDS unit cover three topics:

1. Family Relationships
2. Positive Peer Relationships
3. Drug Abuse

The following resources can be of assistance in preparing for this unit:

DECIDE: Developing Extensive Curriculum for Interdisciplinary Drug Education: A Resource Guide for Secondary Teachers, State of Alabama Department of Education, Bulletin No. 6, 1979.

DECIDE: Developing Elementary Curriculum for Interdisciplinary Drug Education: A Resource Guide for Teachers. State of Alabama Department of Education, Bulletin No. 5, 1978.

HEALTH - 6
I MAKE DECISION ABOUT FAMILY AND FRIENDS

TOPIC: FAMILY RELATIONSHIPS

OUTCOMES: 22. Discuss the advantages and disadvantages of family planning.

23. Describe situations that might require assistance in order to deal effectively with feelings and emotions.

31. Critique hypothetical situations, focusing on the roles, responsibilities, relationships, and adjustments of family members to each other.

32. Develop a plan to identify and report cases of abuse to a responsible adult.

ACTIVITY 24 - OUTCOME 22

Materials: • FAMILY PLANNING SITUATIONS Handout (Teaching Materials Section, p. 98)

Discuss with students the different facets of family planning. Family planning can be defined as family members communicating and making decisions collectively that will affect the entire family. Family planning could include making decisions about the following:

- budgeting (allowances, savings)
- selecting meals
- increasing the size of the family (number of children, addition of elderly grandparent)
- financing education
- purchasing and maintaining a home
- sharing household responsibilities

Distribute the FAMILY PLANNING SITUATIONS handout to the students. Divide the class into groups. Ask each group to discuss the advantages and disadvantages of family planning regarding the situations contained on the handout.

ACTIVITY 25 - OUTCOMES 23 and 31

Materials: • WHAT IF...handout (Teaching Materials Section, p. 99)

Discuss the importance of dealing with emotions and feelings as related to maintenance of good mental health. Explain that handling emotions appropriately involves the expression of both positive and negative feelings. Emphasize that one benefit of sharing feelings with others is the discovery that other people have many of the same feelings.

ACTIVITY 25 - OUTCOMES 23 and 31 (continued)

Write the following situation on the chalkboard.

> The mother of two children, ages 10 and 12, takes a job outside the home for the first time in the children's lives.

Guide students' discussion of the situation by asking the following questions:

- How would the situation affect the family roles, responsibilities and relationships?
- What feelings would be involved?
- Who would be affected most?
- How would one handle the feelings expressed?
- How could these changes have an eventual positive effect on the person or other persons in the family?

Student responses to the questions could resemble the following:

Teacher Questions	Sample Student Responses
How would the situation affect the family roles, responsibilities, and relationships?	Children may need supervision prior to parents coming home from work. Children may have to assume additional housekeeping responsibilities.
What feelings would be involved?	Pride that the mother has accepted a new role Feeling of loss that the mother is not home when they come in from school
Who would be affected most?	The children The father The mother

ACTIVITY 25 - OUTCOMES 23 and 31 (continued)

How would one handle the feelings expressed?	Children may accept more responsibility. Husband may support the mother in her new role. Children may understand that life consists of "give and take: situations, i.e., the mother may be out of the home more, but the financial benefits are positive.
How could these changes have an eventual positive effect on the person or persons in the family?	Family members become more supportive of each other. Family members develop more self-confidence and independence. Family members have a new role model.

Discuss other events that could call for emotional adjustments to be made in families (illness, death, births, divorce, remarriages, and moves). Divide the students into small groups, and distribute the WHAT IF.....handout. Assign two or three situations to each group. Tell each group to discuss the family adjustments that may be needed in each assigned situation. To guide small-group discussion, list the same five questions that guided the large-group discussion on the chalkboard.

1. How would the situation affect the family roles, responsibilities, and relationships?
2. What feelings would be involved?
3. Who would be affected most?
4. How would one handle the feelings expressed?
5. How could these changes have an eventual positive effect on the person or other persons in the family?

Ask groups to report to the class the adjustments needed in each assigned situation.

ACTIVITY 26 - OUTCOME 23 and 32

Materials:
- Resource person
- Audio-visual equipment
- Decision-making technique listed on poster or chalkboard

Secure a speaker to provide information on mental, physical, and emotional abuse. Ask the speaker to provide information in the following areas:

- methods for identifying each type of abuse
- methods of reporting abuse
- persons to contact about suspected abuse

As a class, ask students to develop a plan containing procedures for reporting suspected abuse. The procedures should involve contact with some or all of the following adults: physician, nurse, minister, teacher, social worker, and parent. Remind students to be aware of confidentiality, real friendships, and diplomacy as the procedures are developed. Ask students to share ideas with the entire class after the procedures have been written.

HEALTH - 6
I MAKE DECISIONS ABOUT FAMILY AND FRIENDS

TOPIC: POSITIVE PEER RELATIONSHIPS

OUTCOMES: 36. Demonstrate positive behavior in relationships with others.

39. Devise strategies for dealing with peer pressure.

ACTIVITY 27 - OUTCOMES 36 and 39

Materials:
- BEHAVIORS CHART transparency master (Teaching Materials Section, p. 100)
- CLASSIFYING BEHAVIORS worksheet (Teaching Materials Section, p. 101)
- CLASSIFYING BEHAVIORS worksheet key (Teaching Materials Section, p. 102)

It is important for students to realize that behaviors can be verbal, non-verbal, or a combination of the two. Lead students in a discussion of the following BEHAVIORS CHART. Stress that some of the behaviors are positive and that some are negative. Ask the class to give examples of positive and negative behaviors. Indicate that the chart divides behaviors into verbal and non-verbal behaviors which can be classified as passive, aggressive, or assertive. Sample responses of verbal and non-verbal behavior are listed on the chart. Ask the class to select examples of verbal and non-verbal behaviors which represent positive responses.

BEHAVIORS CHART

RESPONSE STYLES	
PASSIVE	
VERBAL BEHAVIOR	**NON-VERBAL BEHAVIOR**
Don't let others know what your rights are Do whatever anyone else wants you to do Let others get away with things you don't like	Show poor posture Speak softly Look nervous Don't make eye contact Sound unsure
AGGRESSIVE	
VERBAL BEHAVIOR	**NON-VERBAL BEHAVIOR**
Disregard the rights of others Make other people feel bad Don't follow through with your responsibilities to others	Present a stiff body Speak loudly Sound angry or sarcastic Stare
ASSERTIVE	
VERBAL BEHAVIOR	**NON-VERBAL BEHAVIOR**
Declare your own rights, feelings & beliefs Respect the rights of others Don't let others push you into doing something you don't feel is right Follow through with your responsibilities to others	Stand up straight Have good eye contact Speak clearly Sound confident & calm Leave undesirable situation

ACTIVITY 27 - OUTCOMES 36 and 39 (continued)

After discussing different types of behavior, talk about other factors, such as peer pressure, that effect behavior of people.

Use the CLASSIFYING BEHAVIORS worksheet, and ask students to identify and classify each response to a given situation as either passive, aggressive, or assertive. Ask for students' responses, and discuss any differences in their answers. Ask students to express the response that they think would be most effective and tell why. Guide students toward selection of a positive response that avoids negative behavior such as name calling or ridicule.

HEALTH - 6
I MAKE DECISIONS ABOUT FAMILY AND FRIENDS

TOPIC: DRUG ABUSE

OUTCOMES: 24. Explain why laws, rules, and penalties are used as guidelines to govern harmful behavior.

28. Evaluate the long-term damages on an individual who uses or abuses controlled substances.

33. Practice making decisions through use of a specific technique.

36. Demonstrate positive behavior in relationships with others.

38. Devise solutions to problems caused by the use/abuse of controlled substances.

39. Devise strategies for dealing with peer pressure.

ACTIVITY 28 - OUTCOMES 28 and 38

Materials:
- DAMAGING EFFECTS OF SUBSTANCE ABUSE chart (Teaching Materials Section, p. 103)
- MY SOLUTION TO THE DRUG PROBLEM (Teaching Materials Section, p. 104)

Draw a chart on the chalkboard similar to the one below or make a transparency of the DAMAGING EFFECTS OF SUBSTANCE ABUSE. The chart lists categories of damaging effects that may result when an individual uses and abuses substances, such as alcohol, cigarettes/tobacco products, and illegal drugs.

DAMAGING EFFECTS OF SUBSTANCE ABUSE	
PSYCHOLOGICAL	• SEE AND HEAR THINGS NOT THERE • DEPENDENCE
PHYSIOLOGICAL	• DEPENDENCE • SLOWER REACTION TIME • THINKING PROCESS DISTORTED • DEATH MAY RESULT
ECONOMIC	• EASY ACCESS TO DRUGS OR TOBACCO • CRIMINAL ACTS COMMITTED TO OBTAIN MONEY
SOCIAL	• WITHDRAWAL FROM FRIENDS • ASSOCIATION WITH DRUG DEALERS • SEPARATED FROM NON-SMOKERS
PERSONAL	• UNKEMPT APPEARANCE • LINGERING AROMA ON SMOKERS
CAREER GOALS	• UNABLE TO COMPLETE SCHOOL • UNABLE TO HOLD A JOB
VARIABLE INDIVIDUAL REACTIONS	• MAY BE VIOLENT • MAY DEVELOP SERIOUS ILLNESSES

ACTIVITY 28 - OUTCOMES 28 and 38 (continued)

Ask students to name other specific kinds of damaging effects from substance abuse, and place these in the categories on the chart. Discuss with students each kind of effect and the da[illegible]es that can result when substances are abused.

Tell students that it is illegal for minors to use controlled substances, such as alcohol, drugs prescribed for other people, and illegal drugs. For this reason saying "NO" is the best reply when confronted with situations involving these illegal substances.

Advise students that the best strategy for avoiding harmful drugs is to devise a personal solution to the drug problem before being confronted with peer pressure situation. Distribute the MY SOLUTION TO THE DRUG PROBLEM handout. Instruct students to choose a controlled substance that they may be pressured to try. Ask students to identify that drug at the top of the handout and to answer the four questions that follow. Advise students to consult the DAMAGING EFFECTS OF SUBSTANCE ABUSE chart. Have students answer the MY SOLUTION TO THE DRUG PROBLEM handout in the students' own words.

Answers to the MY SOLUTION TO THE DRUG PROBLEM handout will vary depending on the chosen drug and student's values. Student answers could resemble the following:

MY SOLUTION TO THE DRUG PROBLEM

CONTROLLED SUBSTANCE: *Cigarettes*

There are three major reasons I will not try *cigarettes*.

1. The most important reason is *that I value my health, and cigarettes cause more health problems than any other drug.*

2. The next most important reason is *that I would rather be part of a non-smoking group than a smoking group. Minors who smoke do not have good reputations.*

3. Another reason for avoiding *cigarettes* is *that I don't have much money, and I don't want to have to spend $10 a week to support a bad habit.*

When I am pressured to try *cigarettes*, I will say, *"That's one filthy habit I don't want."*

Encourage students to share solutions with classmates and to discuss the strength of the solution in comparison to the pressure to use drugs.

ACTIVITY 29 - OUTCOMES 33, 36, and 39

Materials:
- WAYS TO SAY "NO" chart (Teaching Materials Section, p. 105)
- BEHAVIORS CHART handout (Teaching Materials Section, p. 100)
- DRUG USE AND ABUSE SITUATION CARDS (Teaching Materials Section, p. 106)
- DECISION-MAKING LADDER worksheet (Teaching Materials Section, p. 77)

Prior to sharing the drug-related situations with the class, note the steps contained in the WAYS TO SAY "NO" chart. Review the elements of the BEHAVIORS CHART handout.

Explain to students that even though they may have decided to say "NO" to drugs, some situations are difficult to handle. Explain that when individual needs are great and when peer pressure is strong, students should be prepared to refuse drugs in a convincing manner.

Divide the class into six groups. Assign each group one of the following SITUATION CARDS:

DRUG USE AND ABUSE SITUATION

SITUATION 1

Stan is quiet, shy, and spends considerable time alone. He has tried to make friends but has failed to be accepted by his peers. Tim is popular, and everyone would like to be his friend. Tim asked Stan if he would like to join his club. Stan was excited about the offer. Tim told him that the only way he could become a club member was to become a smoker. Stan should ...

SITUATION 2

Lisa and Mary have been friends for a long time. Lisa's family moved away, and Mary felt lonely. She has looked for opportunities to make new friends and to be accepted by the "in crowd." The group with which Mary wants to be associated often smokes and experiments with alcohol and marijuana. When Mary was finally invited to a party, several peers offered her vodka. Mary decided to ...

SITUATION 3

Robin always admired the clothes, jewelry, and shoes of her wealthy peers. She realizes her family is unable to buy expensive things. Robin's neighbor Larry recently bought new clothes and a big, gold chain. Robin asked him how he could afford the new items. Larry assured her that he could get her a job that would provide enough money to buy whatever she wanted. Robin wanted to know more. Larry asked Robin to meet him after school to make a delivery for him. Robin should ...

ACTIVITY 29 - OUTCOMES 33, 36, and 39 (continued)

Instruct each group to devise a solution for each situation. Remind students of the four steps in the decision-making technique.

DECISION-MAKING TECHNIQUE

1. Identify the problem.
2. List possible choices.
3. State probable consequences for each possible choice.
4. State best decision.

Remind students that they may consult the WAYS TO SAY "NO" chart and the DECISION-MAKING LADDER worksheet to assist with the process of decision-making.

After the group decision-making process is complete, allow groups to share the "best" decision. Ask the entire class to discuss the merits of each "best" solution.

ACTIVITY 30 - OUTCOME 24

Materials: • Outside resource person

Invite an outside resource person, such as a lawyer, judge, sheriff, policeman, law professor, or court official, to speak about the topic "Explain Why Laws, Rules, and Penalties Are Used as Guidelines to Govern Harmful Behavior."

Prepare a list of subjects that should be addressed during the speech, and give to the resource person several weeks in advance. The points could include the following:

1. Explain briefly how laws from the past, i.e., Biblical laws, Hammurabi's laws, Bill of Rights, have influenced the laws of today's society.

2. Explain how the laws and penalties regulating motor vehicular safety, especially drunk driving and speeding, help to protect the public.

3. Expound on the need for laws which govern controlled substances.

4. Enumerate laws and regulations which help protect minors, such as the Alabama law which prohibits a merchant from selling tobacco to a minor.

After the resource person's speech, have students write an original story focusing on the consequences to society if certain laws did not exist. Ask students to identify laws that have been eliminated, state the possible consequences that may have resulted from the nonexistence of the law, and focus on ways to alleviate the consequences that were stated.

ACTIVITY 31 - OUTCOME 24

Materials:
- DRUGS AND THE LAW QUIZ (Teaching Materials Section, p. 107)
- DRUGS AND THE LAW QUIZ key (Teaching Materials Section, p. 108)
- COMMUNITY ALLIANCE NETWORK REGIONS referral guide, (Appendix A, pp. 122-129)

Using the COMMUNITY ALLIANCE NETWORK REGIONS referral guide, locate a drug-related contact person for your county. Ask the contact person to recommend a speaker (preferably a law enforcement person or lawyer) to address the following issue:

> Why and how are laws, rules, and penalties used to govern drug-related behaviors?

Explain the purpose of the lecture to the recommended speaker in advance. Request that the speaker address the following points:

> Laws are made to protect us and to maintain societal order.
>
> Penalties designated as consequences for breaking laws are established by the government.
>
> Drug-related crimes listed below are assigned specific penalties:
>
> - possession and sale of marijuana, cocaine, "uppers," barbiturates
> - possession of alcohol by persons under 21 years of age
> - sale of alcohol and cigarettes to minors

Provide the speaker with a copy of the DRUGS AND THE LAW QUIZ. Have the speaker include and note information contained in the text of the lecture. On the day of the speaker's lecture, distribute the DRUGS AND THE LAW QUIZ prior to the speaker's departure. After students have completed the quiz, ask the speaker to provide the correct answers. Encourage the speaker to elaborate on the statements and to answer additional questions from students as deemed appropriate.

HEALTH - 6
I MAKE DECISIONS ABOUT SOCIETY

NOTES TO TEACHER

Decision-making involves self, family, and friends. As members of a society, people must accept responsibility for making decisions concerning that society. Students are expected to learn about their world and about decision-making processes that shape the world.
Activities in the I MAKE DECISIONS ABOUT SOCIETY unit cover five topics:

1. Environmental Problems and Effects on Individuals
2. Safety Rules/Emergency Care Procedures
3. Health Information, Services, and Products
4. Energy Conservation
5. Worldwide Availability of Food

The following agencies may be able to furnish human or printed resources:

local power company
insulation contractors
local water board

For information on vehicle safety, contact:

Mr. Jackie Hammock
State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36193

HEALTH - 6
I MAKE DECISIONS ABOUT SOCIETY

TOPIC: ENVIRONMENTAL PROBLEMS AND EFFECTS ON INDIVIDUALS

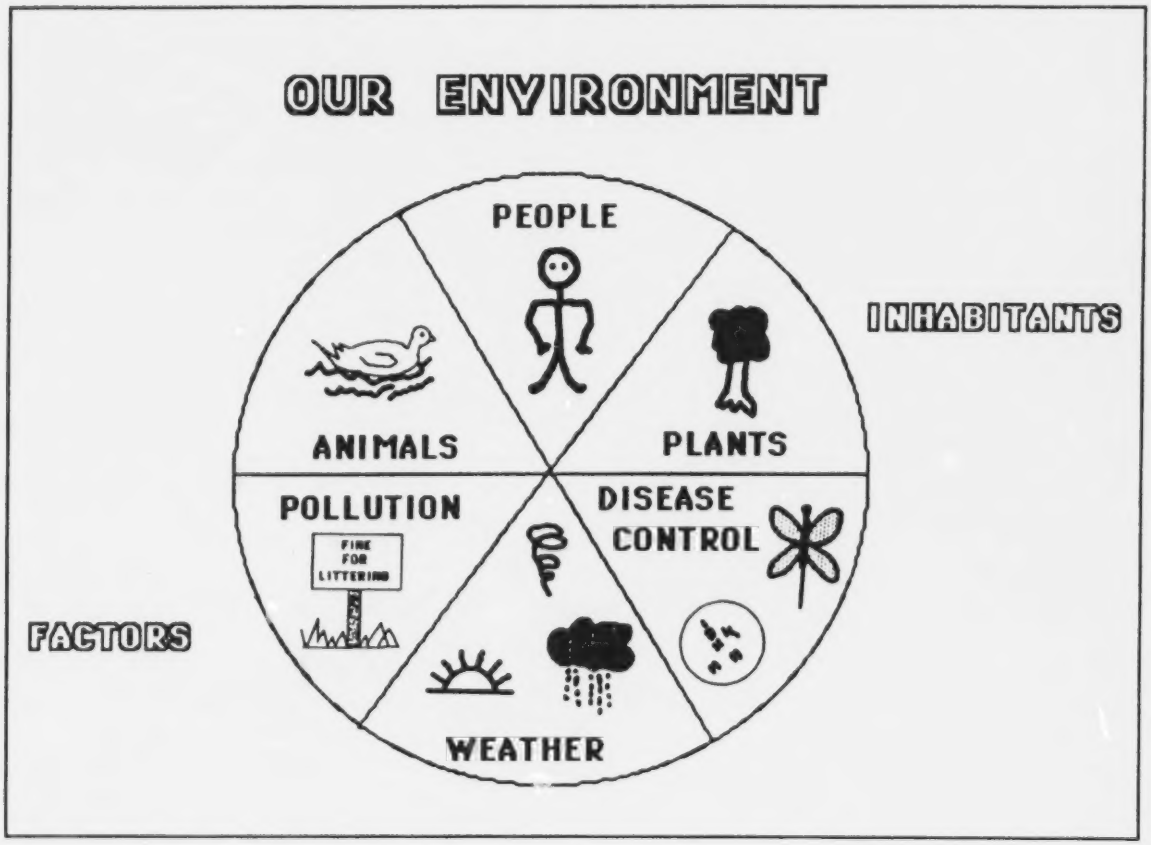
OUTCOMES: 4. Relate the effects of certain factors to various environments and their inhabitants.

20. Describe methods by which environmental health problems can be improved or alleviated.

33. Practice making decisions through use of a specific technique.

ACTIVITY 32 - OUTCOMES 4, 20, and 33

Materials: • Bulletin board (shown below)



Use the bulletin board, "OUR ENVIRONMENT," to lead a discussion about inhabitants of environments, factors affecting environments, and factors affecting disease control. Point to appropriate areas on the bulletin board, and ask the following questions:

ACTIVITY 32 - OUTCOMES 4, 20, and 33 (continued)

1. What living things inhabit our environment?
   - animals, human beings, plants

2. What factors could cause changes in our environment that would affect living things?
   - pollution (air, water, litter, noise)
   - changes in weather (drought, cold, heat, flooding)
   - natural disasters (earthquakes, floods, tornadoes, hurricanes)

3. Which of the factors listed in number 2 would affect disease control? How?
   - pollution of air and water supply (could cause spread of disease)
   - pollution by excess of litter (could cause an increase of disease-carrying pests, such as rats and roaches)
   - an earthquake (could cause disruption of water and sanitation control)
   - a flood (could cause an increase of mosquitoes, disease-carrying pests)

Explain that there are four methods by which environmental health problems can be improved or alleviated. Write the methods on the chalkboard, leaving space for students to add examples. Chalkboard may resemble the following:

1. VOLUNTEERS CAN SPONSOR CLEAN-UP PROJECTS.	2. FEDERAL, STATE, AND LOCAL GOVERNMENTAL AGENCIES CAN ENACT LEGISLATION TO PREVENT HEALTH PROBLEMS.
3. AGENCIES, INSTITUTIONS AND ORGANIZATIONS CAN EDUCATE INDIVIDUALS TO HELP PREVENT THE SPREAD OF DISEASE.	4. FEDERAL, STATE, AND LOCAL GOVERNMENTAL AGENCIES CAN ENFORCE EXISTING LAWS AND REGULATIONS.

ACTIVITY 32 - OUTCOMES 4, 20, and 33 (continued)

Ask students to think of examples of problem solving behavior for each of the four methods. Write students' examples under the proper methods. Sample answers follow.

1. VOLUNTEERS CAN SPONSOR CLEAN-UP PROJECTS. EXAMPLES: - CLEAN UP LITTER IN A PARK - CAMOUFLAGE TRASH COLLECTION AREAS - TURN UNSIGHTLY AREAS INTO SMALL PARKS - REMOVE TRASH FROM PUBLIC PONDS OR LAKES	2. FEDERAL, STATE, AND LOCAL GOVERNMENTAL AGENCIES CAN ENACT LEGISLATION TO PREVENT HEALTH PROBLEMS. EXAMPLES: - MANDATE IMMUNIZATIONS - MANDATE BLOOD TESTS FOR DISEASE - PROVIDE DISASTER RELIEF - REQUIRE REHEARSAL OF EMERGENCY EVACUATION PROCEDURES - RESPOND TO CITIZENS' CONCERNS FOR OR AGAINST LEGISLATION - REQUIRE USE OF BIO-DEGRADABLE PRODUCTS
3. AGENCIES, INSTITUTIONS, AND ORGANIZATIONS CAN EDUCATE INDIVIDUALS TO HELP PREVENT THE SPREAD OF DISEASE. EXAMPLES: - DISTRIBUTE PAMPHLETS AND BROCHURES - DEVELOP EDUCATIONAL PROGRAMS FOR SCHOOLS - PRODUCE AND DISTRIBUTE AUDIO-VISUAL MATERIALS - PROVIDE COMMUNITY-BASED EDUCATIONAL PROGRAMS	4. FEDERAL, STATE, AND LOCAL GOVERNMENTAL AGENCIES CAN ENFORCE EXISTING LAWS AND REGULATIONS. EXAMPLES: - ENFORCE LAWS AGAINST LITTERING - ENFORCE EPA REGULATIONS GOVERNING POLLUTION CONTROL ON AUTOMOBILES - PROHIBIT DUMPING OF RAW SEWAGE INTO THE WATER SUPPLY - ENFORCE REGULATIONS TO EASE WATER SHORTAGES - ENFORCE REGULATIONS GOVERNING BURNING OF TRASH

Review students' examples, and help them decide whether each answer exemplifies a local, state, or national condition. Conclude the activity by asking students to identify answers which seem to represent the most current and pressing needs.

ACTIVITY 33 - OUTCOMES 20 AND 33

As a follow-up activity to Activity 32, select a small group of students to serve as a class project committee. Ask the committee to brainstorm and list examples of environmental health problems in the community. Ask the committee to identify resource persons in the community who can discuss concerns and possible solutions for each problem. Help the committee select a problem and contact the appropriate resource person. Arrange for the resource person to visit the class and present concerns and possible solutions for the selected problem.

Prior to the resource person's visit, help the committee prepare questions to guide class interaction during the resource person's presentation. Ask the committee to help prepare an introduction for the resource person. Following the presentation, help the class summarize important points and propose solutions for the selected problem. Ask the committee to write a letter thanking the resource person for the visit.

HEALTH - 6
I MAKE DECISIONS ABOUT SOCIETY

TOPIC: SAFETY RULES/EMERGENCY CARE PROCEDURES

OUTCOMES: 26. Describe proper procedures and general rules for emergency care.

27. Explain safety rules and measures appropriate for a variety of situations.

ACTIVITY 34 - OUTCOME 26

Materials:
- Cardiopulmonary Resuscitation (CPR) training equipment
- Resource person certified in first aid procedures (paramedic, EMTs, fireman)
- Materials for bandaging (gauze, strips of cloth, tape, scissors)
- A film, filmstrip, or other media on emergency procedures

Ask a resource person to provide instruction in the proper first aid procedures for medical emergencies, including CPR. Each school should have a person who is trained in CPR. Use this person, or contact a certified person with a community agency. Discuss emergencies in relationship to types and causes, i.e., general (fire, weather), medical (heart attack, broken bones), and accidents (fall, electrocution). Plan for students to participate in mock emergency situations while the medically-trained visitor is present.

ACTIVITY 35 - OUTCOME 27

Materials:
- Resource person from the local weather bureau or the Department of Civil Defense
- Resource information concerning motor vehicle safety and electrical appliance safety
- Motorized equipment or illustrations

Divide the students into small groups. Ask each group to select either item 1, 2, or 3 from the following list. Make sure all items are selected. Ask students to develop mini-posters which depict "do's and don'ts" concerning safety rules and appropriate responses involving the following:

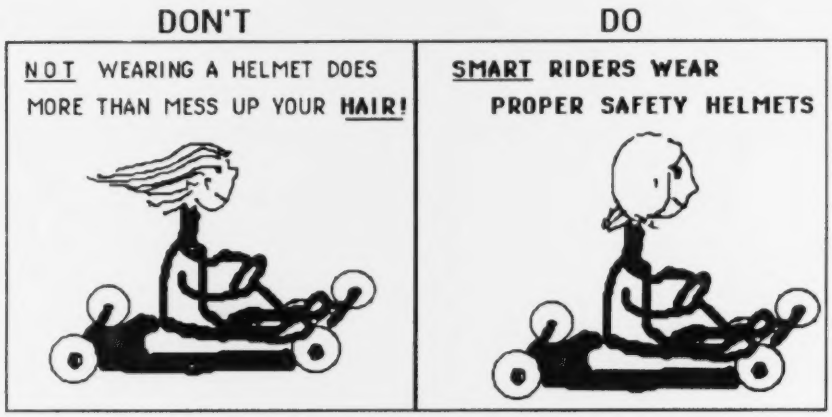
1. Severe weather conditions, such as tornado watches and warnings

2. Proper use of electrical appliances, such as hair dryers and stereo equipment

3. Operation of motorized equipment, such as all-terrain vehicles, motorcycles, and go-carts

ACTIVITY 35 - OUTCOMES 27 (continued)

Mini-posters may depict safe and unsafe actions by using words and/or pictures to illustrate the message. An example follows.



ACTIVITY 36 - OUTCOMES 26 and 27

Materials:
- Telephone directories
- Peel-off labels or name tags

Ask students to use telephone directories to locate the numbers for fire and police departments and ambulance services. Place students in five groups to write and role-play situations which require emergency actions, such as the reporting of a house fire. Ask students to prepare and present a short skit in which someone discovers an emergency situation and uses the telephone to report the emergency.

Guide the class in reaching an agreement concerning proper methods for making emergency calls. The following instructions may be used as a guideline: remain calm, speak clearly, give name, state address, give number from which call is placed, and state the nature of the emergency.

To summarize, help the class select examples to include in a list of emergency numbers. Give each student one peel-off label or name tag. Ask students to record numbers on the labels or tags. Allow students to take the labels or tags home to be placed on their telephones.

HEALTH - 6
I MAKE DECISIONS ABOUT SOCIETY

TOPIC: HEALTH INFORMATION, SERVICES, AND PRODUCTS

OUTCOMES: 13. Explain the needs for and the responsibilities of various health agencies that provide health services.

14. Describe the many factors that influence the selection of health information, services, and products.

15. Relate questionable and indiscriminate use of health products or services to consequences of health.

ACTIVITY 37 - OUTCOMES 13

Assist students in identifying health agencies and the services provided by each. Summarize discussions on the chalkboard in a manner similar to the following:

Federal Agencies	Services Provided
Better Business Bureau	- Provide consumer product information - Accept consumer product complaints
American Medical Association	- Monitor qualifications of doctors - Publish journal of latest research findings - Establish standards and guidelines for the profession
Mental Health Association services	- Provide information and services for intervention and treatment of mental health problems and substance abuse problems
Food and Drug Administration	- Maintain standards for food, drugs, and cosmetics - Inspect product-processing sites - Withdraw substandard products
State Agencies	
Alabama Public Health Department	- Provide dental services - Coordinate disease control activities - Provide maternal and child health services - Coordinate environmental health services

ACTIVITY 37 - OUTCOMES 13 (continued)

County Health Department	- Provide dental services - Coordinate disease control activities - Provide maternal and child health services - Coordinate environmental health services

Divide the class into groups. Assign one health agency to each group. Have each group summarize the kinds of problems that could arise if the agency did not exist. Ask each group to summarize their discussion on a poster similar to the following:

Agency: AMERICAN MEDICAL ASSOCIATION (AMA)

1. May have unqualified doctors if AMA did not monitor.
2. With no professional standards and guidelines, clients could not expect consistent behaviors from doctors.
3. Could get "quacks" who were more interested in making money than in providing health care.
4. Without research journals, practitioners could not make their treatment as current as possible.

ACTIVITY 38 - OUTCOME 14

Explain to students that the sale of health products and services is a highly lucrative business. Selection of health products and services, therefore, depends on access to reliable information and some degree of responsible consumerism.

Invite four parents to visit the classroom. Have each parent lead a small group discussion related to factors that influence the selection of health products and services. The list of four topics and suggested parent resources are as follows:

Topic	Suggested Parent Resource
Qualifications of legitimate health practitioners	A parent in the health profession (doctor, dentist, nurse, public health, medical technician, physical therapist)
Factors that influence the selection of products/ services	A parent who buys or sells health products (homemaker, sales person, marketing, or advertising expert)
Factors that influence the selection of health insurance	A parent who purchases or sells health insurance
Ways consumers influence health products	A merchant who sells health products (druggist, cosmetics salesperson)

ACTIVITY 38 - OUTCOME 14 (continued)

Provide directions and expectations to parents prior to the class meeting. Tell parents that they are to record student comments during small group discussions and see that students summarize discussion points on a poster.

Following small group discussions, have each group present its poster and report the group's findings. Posters may resemble the following:

QUALIFICATIONS OF LEGITIMATE HEALTH PRACTITIONERS

- Received proper training
- Licensed by government agency
- Participate in current training
- Maintain reputable professional standing
- Avoid gimmicks, such as money-back guarantees

FACTORS THAT INFLUENCE SELECTION OF PRODUCTS/SERVICES

- Advertising
- Superstition
- Attitudes
- Emotions
- Appearance
- Acceptance by American Medical Association
- Documented quality control by Food and Drug Administration
- Inspection of health records by officials
- Quality control procedures

FACTORS THAT INFLUENCE SELECTION OF HEALTH INSURANCE

- Types and purposes of insurance (hospitalization, intensive care, dental, career)
- Cost vs. benefits
- Coverage
- Consumer reports of company service
- Reputation of company
- High cost of medical care
- Way to provide medical care
- Financial security

WAYS CONSUMERS INFLUENCE HEALTH PRODUCTS

- Removal of dangerous products from the market
- Increased care in the manufacture of products
- Required safety containers or wrappers for products
- Improved advertising practices for health products

ACTIVITY 39 - OUTCOME 15

Materials: • HEALTH PRODUCTS AND SERVICES SITUATION handout (Teaching Materials Section, p. 109)

Define indiscriminate uses of health products and services. Explain that indiscriminate use of health products and services involves abusive or irresponsible use of those products and services. Some examples are ignoring label directions on over-the-counter medicines or self-prescribing medicines. Divide students into groups of five. Give each group a copy of HEALTH PRODUCTS AND SERVICES SITUATIONS.

Ask groups to read each situation and find examples of indiscriminate use of health products and services.

Situation 1

Mrs. Kee has been a patient of Doctor Kim for 15 years. She recently had surgery on her ankle and, as a result, suffered much pain. Dr. Kim prescribed a pain pill to be taken only when needed. Mrs. Kee made an appointment the next week with another doctor. He examined her ankle and prescribed pain medication. As a result, Mrs. Kee had more than enough pain pills. When the pills were almost gone, she revisited each doctor and obtained another prescription.

Situation 2

A television advertisement states that use of this pain killing product containing aspirin will prevent heart attacks and strokes. Mrs. Vulnerable who has a history of stomach ulcers has decided to take this product daily.

Situation 3

Mrs. Sickley enjoys telling others how she feels and describing her past and current ailments. She often visits people and is interested in talking about new diseases. Mrs. Sickley feels that she has every new disease or virus. Mrs. Sickley goes to the doctor frequently; and when no illness is discovered, she finds another doctor to visit. She has several complete check-ups annually.

Each group should report to the class about the adverse conditions which could result from the mock situation. A discussion regarding the health issues and/or consequences to health in each situation would be appropriate.

An additional exercise related to health agency functions could involve students developing a checklist to be used when selecting health services or products. The checklist should include such items as the American Medical Association, (A.M.A.) accepted; Federal Drug Administration, (F.D.A.) approved; quality control procedures; reliable advertising; and health inspections.

TOPIC: ENERGY CONSERVATION

OUTCOMES: 21. Understand the need to conserve natural resources and to practice conservation of energy in the home and the social environments.

30. Demonstrate the need to conserve energy by practicing rules for energy conservation.

ACTIVITY 40 - OUTCOMES 21 and 30

Materials:
- NATURAL RESOURCES PUZZLE (Teaching Materials Section, p. 110)
- NATURAL RESOURCES PUZZLE KEY (Teaching Materials Section, p. 111)

Define natural resources as materials supplied by nature. Ask students to name natural resources and explain how people use them. Summarize the discussion in a table similar to the following:

Natural Resources	Uses of Natural Resources
Lakes and rivers	- water supply - living environment for fish - source of energy for hydroelectric power
Forests	- lumber - material for paper products - shelter for animals - protection against soil erosion
Soil	- nourishment for plant life
Air	- is necessary for life
Fuels (coal, natural gas, petroleum)	- energy to produce heat or electricity
Sun	- warms the earth - solar energy
Uranium	- atomic energy

Discuss reasons for conserving natural resources. Help students understand that the quality of life is influenced by the availability of natural resources. Ask questions similar to the following:

If a community's water supply became exhausted, what would the people do?

If you lived in an area with extensive wind and water erosion, how might your life be affected? (Imagine life without vegetation.)

Discuss ways that natural resources can be conserved. Include methods such as the following:

- reforestation
- enforcement of legislation against dumping wastes in rivers
- legislation against nuclear waste disposal sites
- mandates against smoking in public places

Distribute the NATURAL RESOURCES PUZZLE. Have students solve the puzzle and compare answers with classmates.

ACTIVITY 41 - OUTCOMES 21 and 30

Materials: · ENERGY CONSERVATION INTERVIEW (Teaching Materials Section, pp. 112-113)

Review the topic of energy in an elementary science textbook. Define energy as the ability to do work. Explain the relationship between certain natural resources and the man-made energy produced from those natural resources. Explain, for example, that running water (a natural resource) is used to turn turbines to generate electricity (a form of energy). Oil and natural gas (natural resources) are turned into energy for home heating and transportation.

Tell students that energy conservation implies careful, thoughtful, planned use of energy as well as the wise utilization of energy. Explain that electrical energy may be the most common form of energy in homes or schools, because so many devices depend on electricity (television, air conditioning and heating systems, stereos, hot water, heaters, hair dryers, lights, stoves, radios).

Ask students to name ways that energy is wasted in home and/or school.

List students' contributions on the chalkboard. Students may suggest any of the following:

- excessive use of lights
- failure to turn lights off when no one is home
- dripping hot water faucets
- excessive cooling or heating
- lack of proper insulation
- lack of storm doors and windows
- failure to turn off radios and stereos when no one is at home

Distribute the ENERGY CONSERVATION INTERVIEW. Review the content of this document with students. Explain that for a homework assignment, students are to conduct an interview with an adult in the home who has responsibility for paying utility bills. (If this appears to be impossible for some students, ask those students to arrange an interview with a responsible adult.)

During the following class period, discuss each item on the ENERGY CONSERVATION INTERVIEW. Ask students to share findings. During the discussion, ask students to formulate rules for energy conservation. Write on the chalkboard rules for home energy conservation in one location and rules for school energy conservation in another location. Have the rules available where students can see them. Ask students to report periodically (perhaps once a week for several weeks) on any rules for energy conservation that they are practicing or failing to practice.

HEALTH - 6
I MAKE DECISIONS ABOUT SOCIETY

TOPIC: WORLDWIDE AVAILABILITY OF FOOD

OUTCOMES: 11. Relate the types and amounts of food eaten in different countries throughout the world.

ACTIVITY 42 - OUTCOME 11

Materials:
- Current newspapers and news magazines
- Research materials, such as encyclopedias and trade books
- Poster board
- Marking pens

Divide the class into five different groups to prepare a report on one of the following five countries or regions: Africa, Mexico, USA, Far East, and Europe. Tell each group to gather information concerning the types of foods produced and eaten in their assigned region of the world.

Schedule library time for groups to utilize reference materials. Ask the librarian to reserve books related to the following three topics:

1. Food production in Africa, Mexico, Europe, the Far East, and the United States.

2. Climatic conditions in Africa, Mexico, Europe, the Far East, and the United States.

3. Maps showing the regions of the world listed above.

Tell groups that they are to:

- produce an outline map showing the assigned world regions
- show drawings of or list foods that are produced in the assigned region
- display a chart summarizing foods included as part of the main diet of the region and factors affecting the production of those foods

Explain to students that exhaustive coverage of the topic is not important. Emphasize that group reports need to convey how the types of food eaten in different parts of the world are related to the availability of that food in the region.

Have each group report to the class. Reports may include drawings and charts similar to the following:

OUTLINE MAP
OF THE CENTRAL PLAINS
OF THE UNITED STATES

BEEF PRODUCTS
DAIRY PRODUCTS

BEANS
TOMATOES
SOYBEANS

WHEAT PRODUCTS
CORN PRODUCTS

SAUSAGE
BACON

ACTIVITY 42 - OUTCOME 11 (continued)

CENTRAL PLAINS OF THE UNITED STATES

FOODS INCLUDED AS PART OF MAIN DIET	FACTORS AFFECTING PRODUCTION OF FOODS
1. Wheat 2. Corn 3. Soybeans 4. Beans 5. Tomatoes	1. Rich soil and favorable climate makes the central plains one of the richest farming areas in the world.
6. Beef 7. Dairy Products	2. Availability of large grassy plains make it possible for cattle to graze.
8. Pork	3. Corn is available to feed cattle and hogs.

TEACHING MATERIALS SECTION

CHARACTERISTICS CHART

	HAIR COLOR	EYE COLOR	HEIGHT	FACIAL FEATURES	BODY SHAPE	PERSONALITY	BEHAVIOR	INTELLIGENCE
FATHER								
FATHER'S FATHER								
FATHER'S MOTHER								
MOTHER								
MOTHER'S FATHER								
MOTHER'S MOTHER								
BROTHER								
SISTER								

DECISION-MAKING LADDER

4. STATE THE BEST DECISION.

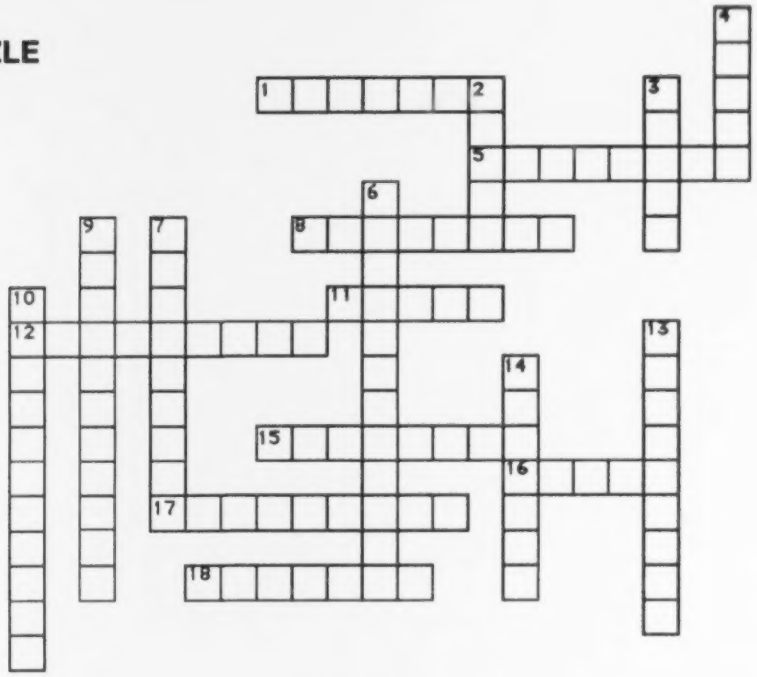
3. STATE PROBABLE CONSEQUENCES FOR EACH CHOICE.

2. LIST POSSIBLE CHOICES.

1. IDENTIFY THE PROBLEM.

DIRECTIONS: As you climb the ladder, use the space above each ladder rung to complete each step of the decision-making model. When you make the best decision, you will be on "top".

BODY SYSTEMS PUZZLE



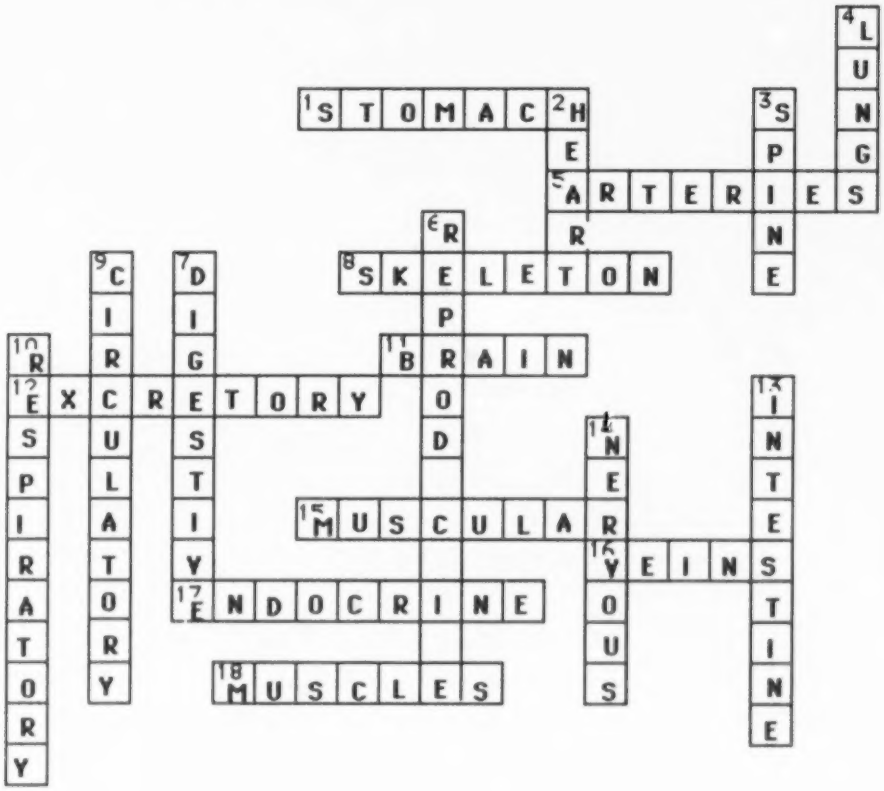
ACROSS

1. organ in the digestive system which receives food from the esophagus
5. blood vessels carrying blood away from the heart
8. system which provides bony framework for the body
11. body's control system; stores memory
12. system which removes liquid wastes from the body
15. system which allows body movement
16. blood vessels carrying blood to the heart
17. system which produces hormones to regulate body processes
18. biceps, triceps, etc.

DOWN

2. organ which pumps blood to the body
3. bony backbone
4. major organs of the respiratory system
6. system which is responsible for producing off-spring
7. system which breaks down food so it can be used by the body
9. system which consists of the heart, the blood, and the blood vessels
10. system which controls breathing
13. organ where food is digested and absorbed into the blood stream
14. system which consists of the brain, the spinal cord, and the nerves

BODY SYSTEMS PUZZLE KEY



PERCENT UNITED STATES REQUIRED DAILY ALLOWANCE CHART

Food and Description	Approximate Measure	Grams	No. of Calories	Percentage of U.S. RDA								
			Food Energy†	Protein	Vitamin A	Vitamin C	Thiamin	Riboflavin	Niacin	Calcium	Iron	Calories from Fat
MILK GROUP												
Buttermilk	1 cup	245	100	20	2	4	6	20	*	30	*	20
Cheese, Cheddar, shredded	1 oz.	28	115	15	6	*	*	6	*	20	*	85
Cheese, Feta, crumbled	1 oz.	28	75	8	*	*	*	*	*	15	*	55
Cheese, Mozzarella, skim finely shredded	1 oz.	28	70	15	3	*	*	5	*	18	*	40
Cheese, Parmesan, grated	¼ tsp.	4	20	4	*	*	*	*	*	6	*	10
Cheese, Swiss	1 oz.	28	110	20	2	*	*	4	*	25	*	70
Cottage Cheese, creamed	½ cup	113	120	58	4	*	2	11	1	7	1	85
Ice Cream, Vanilla, 10% fat	½ cup	67	135	5	5	1	2	2	*	9	3	65
Milkshake, Chocolate	10.6 oz.	300	355	20	6	*	10	40	2	40	6	75
Milk, Skim	1 cup	245	85	20	10	4	6	20	*	30	*	5
Milk, Lowfat (2% fat)	1 cup	244	120	20	10	4	6	25	*	30	*	40
Milk, Whole (3.3% fat)	1 cup	244	150	20	6	4	6	25	*	30	*	75
Sour Cream	1 tbsp.	12	25	*	2	*	*	*	*	*	*	20
Whipping Cream, light	1 tbsp.	15	45	*	4	*	*	2	*	*	*	40
Yogurt, Lemon[6]	1 cup	227	280	25	6	*	4	20	*	35	*	80
Yogurt, Plain	1 cup	227	140	25	4	4	6	30	*	40	2	65
MEAT GROUP**												
Bacon	3 slices	19	110	5	*	10	8	4	6	*	*	85
Beef Chuck Top Blade Steak, boneless	3 oz.	85	230	59	*	*	5	1	11	1	17	115
Beef Cubed Steak	3 oz.	85	190	60	*	*	4	13	17	*	16	75
Beef Eye Round Roast	3 oz.	85	155	55	*	*	5	9	16	*	9	50
Beef Flank Steak	3 oz.	85	205	49	*	*	6	10	21	*	12	105
Beef Liver, fried	3 oz.	85	185	50	614	32	12	207	61	*	30	60
Beef Salami, cooked	1 slice	23	60	8	*	2	2	3	4	*	3	40
Beef Tenderloin Steak	3 oz.	85	175	53	*	*	7	15	17	*	17	70
Bologna, Beef	1 slice	28	90	8	*	8	*	2	4	*	2	70
Chicken Breast, fried, flour coated	½ breast	98	220	70	*	*	6	8	70	2	6	80
Chicken, roasted, white meat, no skin	3 oz.	85	130	51	*	*	3	5	44	1	5	30
Egg, large, whole	1	50	80	15	6	*	4	8	*	2	6	50
Egg, scrambled	1	64	95	15	6	*	2	10	*	4	6	65
Egg white	1	33	15	8	*	*	*	6	*	*	*	0
Flounder, baked with butter or margarine[4]	3 oz.	84	171	56	*	5	4	4	11	2	7	60
Frankfurter, Beef and Pork	1	57	185	15	*	25	8	4	8	*	4	150
Lamb Loin Chop[3]	3 oz.	85	185	60	*	*	8	15	30	2	10	75
Lean Beef, coarsely chopped (Top Round Steak)	3 oz.	85	160	60	*	*	7	13	26	*	14	45
Ground Beef, extra lean (82% lean)	3 oz.	85	217	48	*	*	3	14	21	*	11	125
Ham, baked, lean only	3 oz.	85	125	40	*	30	45	10	15	*	8	40
Peanut Butter	1 tbsp.	16	95	10	*	*	2	*	10	*	2	75
Perch, fried[5]	3 oz.	85	195	35	*	*	6	6	8	2	6	100
Pork Chop, broiled, Top Loin	3 oz.	85	220	55	*	*	50	15	20	*	4	115
Pork Sausage, links	1	13	50	5	*	*	6	*	2	*	*	35
Round Steak, Top	3 oz.	85	160	60	*	*	7	13	26	*	14	45
Tuna Salad[4]	½ cup	103	175	33	6	2	*	7	25	21	8	100
Tuna, water packed[4]	1 oz.	28	35	18	*	*	*	2	19	*	3	0
Veal Cutlet, pan fried[2]	3 oz.	85	154	62	*	*	5	20	57	*	5	35

* None or less than 1%.

** The nutrient values for meat servings are based on cooked, edible portions.

*** Values for vegetables are for cooked, drained portions except bean sprouts, cabbage, carrots, cauliflower, celery, cucumbers, endive, lettuce, onion, parsley, peppers, radishes, shallots, summer squash and tomato.

**** Values for fruits are those for raw.

† Calorie figures over 5 are rounded to the nearest five.

[1] All food energy values and percentages (except where otherwise indicated) are based on *Composition of Foods*, Agriculture Handbook 8 Nos. 1, 2, 4-13, USDA, 1976-1986.

[2] Food energy values and percentages based on *Journal of Food Science*, Volume 51, 1986.

[3] Food energy values and percentages based on *Journal of Food Science*, Volume 49, 1984.

[4] Food energy values and percentages based on *Nutritive Values of American Foods*, Agriculture Handbook No. 456, USDA, 1975.

[5] Food energy values and percentages taken from *Comprehensive List of Foods*, National Dairy Council, 1982.

[6] Food energy values and percentages based on nutrition labeling of a major U.S. manufacturer of yogurt.

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Food and Description	Approximate Measure	Grams	No. of Calories	Percentage of U.S. RDA								
			Food Energy†	Protein	Vitamin A	Vitamin C	Thiamin	Riboflavin	Niacin	Calcium	Iron	Calories from Fat
FRUIT AND VEGETABLE GROUP												
*Vegetables***												
Asparagus, green, cooked	4 spears	60	15	4	10	25	4	4	4	2	2	0
Bean Sprouts	½ cup	52	15	4	*	10	2	4	2	*	2	0
Broccoli, chopped, cooked	½ cup	78	20	5	22	80	4	9	3	9	5	0
Brussel Sprouts, cooked	½ cup	78	30	4	10	80	6	4	2	2	6	5
Cabbage, coarsely shredded	½ cup	35	10	*	*	30	*	*	*	2	*	0
Carrots, cooked	½ cup	78	35	2	380	2	2	2	2	2	2	0
Carrots, shredded, raw	½ cup	55	25	*	310	8	4	2	2	2	2	0
Cauliflower	½ cup	50	10	2	*	60	2	2	2	*	2	0
Celery	¼ cup	30	5	*	*	4	*	*	*	*	*	0
Corn, canned, drained	½ cup	82	65	4	2	*	*	*	*	*	4	5
Cucumbers, sliced	½ cup	52	10	*	*	4	1	*	*	*	*	0
Eggplant, cooked	½ cup	48	10	*	*	1	2	*	1	*	*	0
Endive, Curly	½ cup	25	5	*	10	2	*	*	*	*	*	0
Green Beans, cooked	½ cup	62	20	3	8	10	3	4	2	3	4	0
Lettuce, Iceberg	1 leaf	20	3	*	1	1	*	*	2	*	*	0
Mushrooms, canned	½ cup	78	20	4	*	*	*	*	*	*	4	0
Onion, mature, chopped	1 tbsp.	10	5	*	*	*	*	*	*	*	*	0
Onion, young, green	1 tbsp.	6	2	*	6	4	*	*	*	*	*	0
Parsley	1 tbsp.	4	0	*	4	6	2	2	1	*	1	0
Peas, green, cooked	½ cup	80	65	10	15	15	15	4	6	2	6	0
Peppers, green or red	1 tbsp.	6	0	*	*	13	*	*	*	*	*	0
Potato, baked with skin	1	202	220	10	*	45	15	4	15	2	15	0
Potato, boiled, cooked in skin	1	136	120	6	*	30	10	2	10	*	2	0
Potatoes, French-fried	10 fries	50	160	4	*	8	6	*	8	*	2	75
Potatoes, mashed	½ cup	105	110	3	4	11	6	2	6	3	2	40
Potato Chips	10 chips	20	105	2	*	15	2	*	4	*	*	65
Potato Salad	½ cup	125	180	8	6	20	6	4	6	2	4	90
Radishes	5	23	20	*	*	9	*	*	*	*	*	1
Shallots	1 tbsp.	10	10	*	*	*	*	*	*	*	*	0
Spinach, cooked	½ cup	90	20	6	147	15	6	12	2	12	18	2
Squash, Butternut, cooked	½ cup	102	40	2	140	25	4	*	4	4	4	0
Squash, Summer (i.e. zucchini)	½ cup	65	15	2	2	15	2	*	2	*	*	0
Tomato	1	123	25	2	30	35	4	4	4	*	4	0
Tomato, Cherry	1	10	2	*	2	2	*	*	*	*	*	0
Tomatoes, canned	½ cup	120	25	2	15	30	4	2	4	3	*	3
Tomato Juice	½ cup	122	20	2	15	35	4	2	4	*	4	0
Tomato Puree	6 tbsp.	94	40	4	25	60	4	2	8	*	4	0
Tossed Salad[5]	¾ cup	59	15	4	25	25	4	4	2	4	10	0
*Fruits****												
Apple, including skin	1	138	80	*	*	15	2	*	*	*	2	5
Apricots, water packed, skinless	½ cup	114	25	1	40	4	1	2	3	1	3	0
Banana	1	114	105	2	2	15	4	6	4	*	2	5
Cantaloupe	½	267	95	6	170	190	8	2	8	2	4	5
Fruit Salad, heavy syrup packed	½ cup	128	95	*	15	6	2	2	2	*	2	0
Grapefruit, white	½	118	40	2	2	70	4	*	2	*	*	0
Grapes	1 cup	24	15	*	*	4	*	*	*	*	*	0
Lemon	1	58	10	2	*	70	2	*	*	4	2	0
Lemon Juice	1 tbsp.	15	5	*	*	10	*	*	*	*	*	0
Orange	1	131	25	2	2	70	4	2	2	4	2	0
Orange Juice, fresh	½ cup	124	55	2	4	100	8	2	2	*	*	0
Peach	1	87	40	2	10	10	*	2	4	*	*	0
Peaches, heavy syrup	½ cup	128	95	1	9	6	*	2	4	*	2	0
Pear	1	166	100	2	*	10	2	4	*	2	2	5
Pineapple, juice packed	½ cup	125	125	1	*	20	8	1	2	2	2	1
Pineapple Juice	½ cup	125	70	*	*	22	5	2	2	2	2	0
Raisins, seedless	½ cup	83	247	6	*	5	9	4	3	4	1	3
Strawberries	½ cup	75	23	1	*	70	1	3	0	1	2	2
Watermelon	½ cup	80	25	1	6	13	4	*	*	*	*	3

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Food and Description	Approximate Measure	Grams	No. of Calories	Percentage of U.S. RDA								
			Food Energy†	Protein	Vitamin A	Vitamin C	Thiamin	Riboflavin	Niacin	Calcium	Iron	Calories from Fat
GRAIN GROUP												
Wheat Flours, all-purpose*	1 tbsp.	9	30	2	*	*	3	1	2	*	1	0
Bread, White, enriched*	1 slice	23	60	4	*	*	6	4	4	2	4	10
Bread, Whole Wheat*	1 slice	25	60	6	*	*	4	2	4	2	4	5
Bread Crumbs, enriched*	1 tbsp.	6	25	2	*	*	*	*	*	*	*	0
Bulgur, canned, unseasoned*	1 tbsp.	8	15	*	*	*	*	*	*	*	*	0
Cornbread, 2½"x2½"*	1 piece	78	60	9	2	2	7	9	3	9	5	50
Corn Flakes	1 cup	28	110	6	25	25	25	25	25	*	10	0
Crackers, Saltine*	4	11	50	2	*	*	*	*	*	*	2	10
Danish Pastry Roll, plain*	1	65	270	10	4	*	10	10	8	4	6	140
Hamburger Roll, enriched*	1	40	120	8	*	*	10	6	6	2	4	20
Noodles, enriched cooked*	1 cup	160	200	15	*	*	15	8	10	*	8	20
Oatmeal, cooked	1 cup	234	145	11	*	*	15	4	6	3	9	20
Pancake, Plain or Buttermilk*	1	27	60	4	*	*	4	4	2	2	2	20
Popcorn, plain*	1 cup	6	25	2	*	*	2	*	*	*	*	5
Rice, White, enriched cooked*	½ cup	103	110	3	*	*	8	*	5	1	5	0
MISCELLANEOUS												
Bar, Milk Chocolate*	1 oz.	28	145	4	2	*	*	6	*	6	2	80
Broth, Beef	2 tbsp.	30	2	*	*	*	*	*	*	*	*	0
Butter	1 pat	5	35	*	4	*	*	*	*	*	*	35
Cake, Devil's Food, iced (1/16 of 9½" layer cake)*	1 slice	69	230	6	2	*	4	6	4	4	6	75
Catsup*	1 tbsp.	15	15	*	4	4	*	*	*	*	*	0
Chocolate Syrup*	1 tbsp.	19	45	*	*	*	*	*	*	*	2	4
Cookie, raisin, oatmeal, 2⅝"*	1 cookie	13	60	2	*	*	1	*	*	*	2	18
Cookie, Sugar, 2¼"*	1 cookie	8	35	1	*	*	*	*	*	*	*	12
Cornstarch*	1 tsp.	3	10	*	*	*	*	*	*	*	*	0
Dressing, French	1 tbsp.	16	70	*	*	*	*	*	*	*	*	55
Dressing, Italian	1 tbsp.	15	70	*	*	*	*	*	*	*	*	65
Gelatin Dessert, (without fruit)*	½ cup	120	70	4	*	*	*	*	*	*	*	0
Gelatin, Unflavored*	1 env.	7	25	15	*	*	*	*	*	*	*	0
Jelly	1 tbsp.	18	50	*	*	2	*	*	*	*	2	0
Maple Syrup*	1 tbsp.	20	50	*	*	*	*	*	*	2	*	0
Margarine, corn	1 pat	5	30	*	4	*	*	*	*	*	*	35
Mayonnaise	1 tbsp.	14	100	*	*	*	*	*	*	*	*	100
Mustard, Dijon-style*	1 tsp.	5	5	*	*	*	*	*	*	*	*	0
Oil, Vegetable	1 tbsp.	14	120	*	*	*	*	*	*	*	*	120
Pickle, Dill*	1	135	15	2	*	15	*	2	*	4	8	0
Pie, Apple, enriched (⅛ of 9" pie)*	1 sector	158	400	8	*	2	10	8	8	2	6	155
Red Pepper, dried, crushed	1 tsp.	2	10	*	15	*	*	2	2	*	2	0
Sherry, dry*	1 tbsp.	15	20	*	*	*	*	*	*	*	*	0
Soft Drink, Cola*	1 cup	247	100	*	*	*	*	*	*	*	*	0
Soy Sauce	1 tbsp.	18	10	2	*	*	*	2	*	2	4	0
Sugar, White granulated*	1 tbsp.	11	40	*	*	*	*	*	*	*	*	0
Vinegar, Red Wine*	1 tbsp.	15	2	*	*	*	*	*	*	*	*	0
Wine, Red, Table*	4 fl. oz.	115	100	*	*	*	*	*	*	*	2	0
Yeast, dry, active*	1 pkg.	7	20	6	*	*	11	22	13	*	6	0

* None or less than 1%.

** The nutrient values for meat servings are based on cooked, edible portions.

*** Values for vegetables are for cooked, drained portions except bean sprouts, cabbage, carrots, cauliflower, celery, cucumbers, endive, lettuce, onion, parsley, peppers, radishes, shallots, summer squash and tomato.

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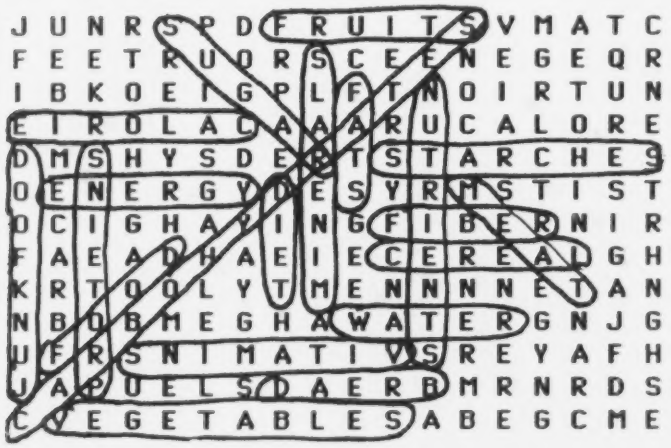
NUTRITION FIND-THE-WORD PUZZLE

Find the nutrition-related words horizontally, vertically, backward, or diagonally. Use the clues to find the words.

J U N R S P D F R U I T S V M A T C
F E E T R U O R S C E E N E G E Q R
I B K O E I G P L F T N O I R T U N
E I R O L A C A A A R U C A L O R E
D M S H Y S D E R T S T A R C H E S
O E N E R G Y D E S Y R M S T I S T
O C I G H A Y I N G F I B E R N I R
F A E A D H A E I E C E R E A L G H
K R T O O L Y T M E N N N N E T A N
N B O B M E G H A W A T E R G N J G
U F R S N I M A T I V S R E Y A F H
J A P U E L S D A E R B M R N R D S
C V E G E T A B L E S A B E G C M E

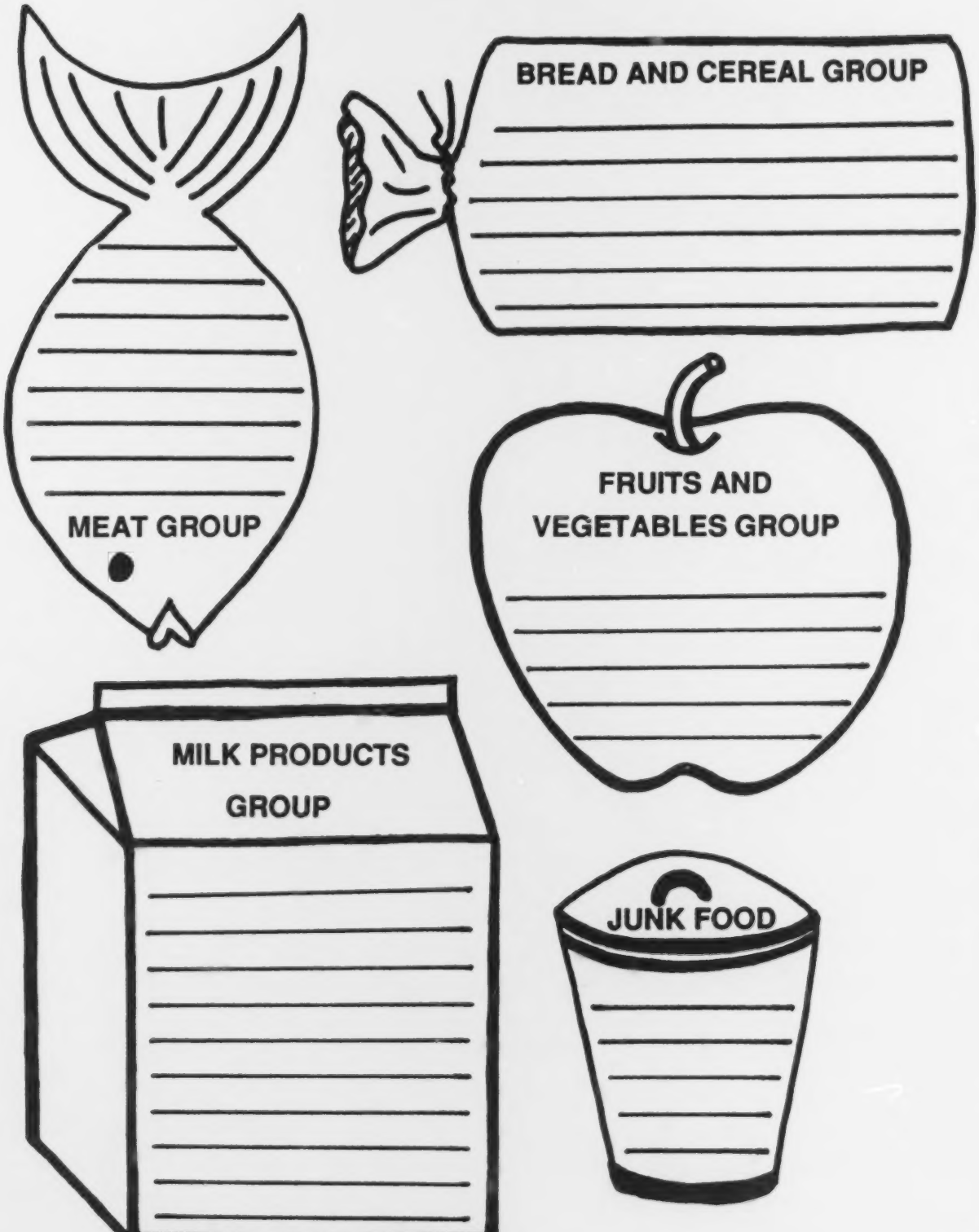
1. Part of a food group; whole wheat and rye; part of a sandwich _____
2. Unit for measuring energy _____
3. Main supplier of energy; one of the main nutrients _____
4. Apple Jacks; All Bran; Frosted Flakes _____
5. Each person should eat a nutritionally-balanced _____.
6. Foods eaten supply the body with fuel or _____.
7. Margarines, oils, etc. _____
8. Complex carbohydrates needed to keep food moving through the digestive system _____
9. Apples, oranges, and bananas _____
10. Nutrients are found in _____
11. Candy and potato chips are called _____.
12. Pork, poultry, lamb, etc. _____
13. Calcium, zinc, potassium _____
14. Carbohydrates, fats, water, minerals, and vitamins _____
15. Building blocks of the body _____
16. Simple carbohydrate, such as glucose _____
17. Complex carbohydrates, such as potatoes _____
18. Asparagus, broccoli, green beans, etc. _____
19. A, B, C, D, E, K, _____
20. Most important nutrient _____

NUTRITION FIND-THE-WORD PUZZLE KEY


J U N R S P D F R U I T S V M A T C
F E E T R U D R S C E E N E G E Q R
I B K O E I G P L F T N O I R T U N
E I R O L A C A A A R U C A L O R E
D M S H Y S D E B T S T A R C H E S
O E N E R G Y D E S Y R M S T I S T
D C I G H A Y I N G F I B E R N I R
F A E A D H A E I E C E R E A L G H
K R T O O L Y T M E N N N N E T A N
N B O B M E G H A W A T E R G N J G
U F R S N I M A T I V S R E Y A F H
J A P U E L S D A E R B M R N R D S
C V E G E T A B L E S A B E G C M E

1. Part of a food group; whole wheat and rye; part of a sandwich *BREAD*
2. Unit for measuring energy *CALORIE*
3. Main supplier of energy; one of the main nutrients *CARBOHYDRATES*
4. Apple Jacks; All Bran; Frosted Flakes *CEREAL*
5. Each person should eat a nutritionally-balanced *DIET.*
6. Foods eaten supply the body with fuel or *ENERGY.*
7. Margarines, oils, etc. *FATS*
8. Complex carbohydrates needed to keep food moving through the digestive system *FIBER*
9. Apples, oranges, and bananas *FRUITS*
10. Nutrients are found in *FOOD*
11. Candy and potato chips are called *JUNK FOOD.*
12. Pork, poultry, lamb, etc. *MEAT*
13. Calcium, zinc, potassium *MINERALS*
14. Carbohydrates, fats, water, minerals, and vitamins *NUTRIENTS*
15. Building blocks of the body *PROTEINS*
16. Simple carbohydrate, such as glucose *SUGAR*
17. Complex carbohydrates, such as potatoes *STARCHES*
18. Asparagus, broccoli, green beans, etc. *VEGETABLES*
19. A, B, C, D, E, K, *VITAMINS*
20. Most important nutrient *WATER*

FOOD GROUPS CHART



FAT FACTS

1. Refer to the food diary developed in Activity 8. List the foods and amounts recorded on Day 2, Sunday, under Menu 1.

2. Using the RDA Chart, determine the number of calories and calories from fat of all foods recorded. Place the calories under the appropriate columns to the right of the foods listed for Menus 1 and 2.

MENU 1	(A) CALORIES	(B) CALORIES FROM FAT	MENU 2	(A) CALORIES	(B) CALORIES FROM FAT
BREAKFAST			**BREAKFAST** 1 EGG, SCRAMBLED 2 SLICES TOAST, WHOLE-WHEAT 1 PAT MARGARINE OR BUTTER 1/2 ORANGE 8 O.Z. MILK, LOW-FAT (2%)		
LUNCH			**LUNCH** 1/2 CHICKEN BREAST (BAKED) 1 SMALL POTATO (BAKED) 1 C. WATERMELON 1/2 C. BROCCOLI 8 OZ. MILK, LOW-FAT (2%) 16 OZ. WATER		
DINNER			**DINNER** 3 OZ. FLOUNDER (BAKED) TOSSED SALAD, 1/4 HEAD LETTUCE, ICE-BERG 1/2 C. CARROTS, RAW 1/4 C. CAULI-FLOWER 1/4 C. ZUCCHINI 1 TOMATO 1 TBSP. ITALIAN DRESSING 1/2 C. BUTTERNUT SQUASH 1 PAT MARGARINE OR BUTTER 1 BANANA 8 OZ. MILK, LOW-FAT (2%) 16 OZ. WATER		
SNACK			**SNACK** 1 C. YOGURT, PLAIN 1/2 C. STRAW-BERRIES 16 OZ. WATER		
TOTALS: (A)____ (B)____			TOTALS: (A)____ (B)____		

The United States Senate Select Committee on Nutrition and Human needs recommends to reduce the proportion of fat in the diet to no more than 30 percent of total calories.

3. Total columns A and B for Menus 1 and 2. Place the totals in the space provided.

4. To determine the recommended amount of fat to be eaten, multiply the total calories from Menus 1 and 2 by 30 percent (.30).

   Perform the following calculations:

MENU 1	**MENU 2**
TOTAL CALORIES COLUMN **A**: _____	TOTAL CALORIES COLUMN **A**: _____
X .30	X .30
_____	_____
RECOMMENDED NUMBER OF CALORIES FROM FAT _____	RECOMMENDED NUMBER OF CALORIES FROM FAT _____

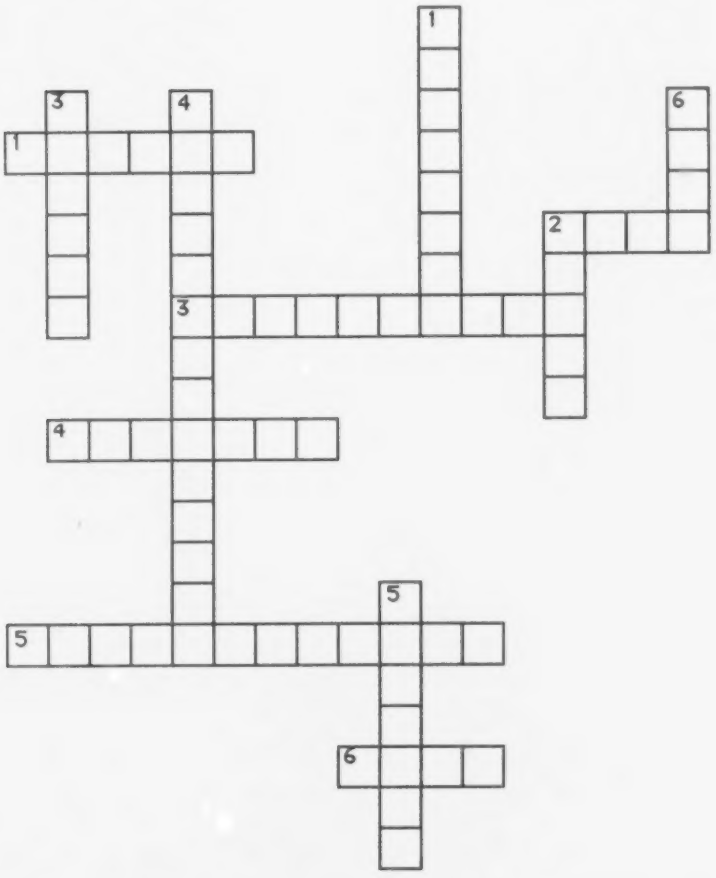
5. Compare the total calories from fat for Menu 1 (Column B) to those calculated for Menu 2 (Column B). Which menu provides the fewest number of calories from fat? _____

6. Answer the following question:

   DID MY DIET (MENU 1) EXCEED THE RECOMMENDED NUMBER OF CALORIES FOR FAT?_____

7. Students should write a brief summary of what foods may be substituted for those in their diet that provide large amounts of calories from fat and very little of the other nutrients.

DIET CROSSWORD PUZZLE



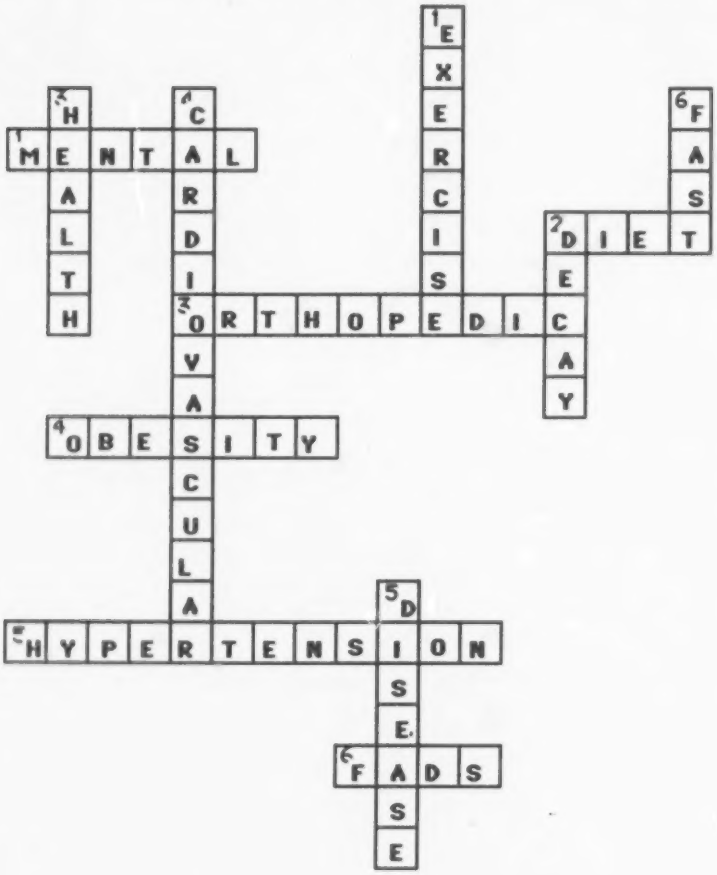
ACROSS

1. Improper diet can cause _____ problems or trouble with thinking properly.
2. Improper _____ can shorten one's life expectancy.
3. _____ problems, which are skeletal deformities, can be caused by poor diet.
4. _____ , or the condition of excessive body weight, can be one result of improper diet.
5. High blood pressure, or _____, may be lowered in obese people through proper diet.
6. Food _____ which are often followed for a short time may be harmful to one's health.

DOWN

1. Proper diet combined with proper _____ will help maintain physical fitness.
2. Dental problems may include tooth decay.
3. Susceptibility to disease can contribute to poor physical _____ .
4. Heart and blood vessels are a part of the _____ system.
5. Practicing good diet habits and exercising can help to prevent _____ .
6. Hamburgers and french fries are examples of _____ foods.

DIET CROSSWORD PUZZLE KEY



ACROSS

1. Improper diet can cause **mental** problems or trouble with thinking properly.
2. Improper **diet** can shorten one's life expectancy.
3. **Orthopedic** problems, which are skeletal deformities, can be caused by poor diet.
4. **Obesity**, or the condition of excessive body weight, can be one result of improper diet.
5. High blood pressure, or **hypertension**, may be lowered in obese people through proper diet.
6. Food **fads** which are often followed for a short time may be harmful to one's health.

DOWN

1. Proper diet combined with proper **exercise** will help maintain physical fitness.
2. Dental problems may include tooth **decay**.
3. Susceptibility to disease can contribute to poor physical **health**.
4. Heart and blood vessels are a part of the **circulatory** system.
5. Practicing good diet habits and exercising can help to prevent **disease**.
6. Hamburgers and french fries are examples of **fast** foods.

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DENTAL HEALTH PROBLEMS

DENTAL PROBLEM	BASIC DESCRIPTION	CAUSES	EFFECTS ON THE BODY
TOOTH DECAY	MINERAL DISSOLUTION OF A TOOTH; SUGAR AND PLAQUE INTERACTING TO FORM AN ACID WHICH ATTACKS THE TOOTH	COMBINATION OF EATING SUGARY FOODS TOO OFTEN AND IMPROPER CLEANING OF TEETH	UNFILLED CAVITIES CAUSE ABSCESSES, PAIN, AND TOOTH LOSS
GINGIVITIS	INFLAMMATION OF GUMS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH; IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE; POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH; HORMONAL IMBALANCE; BLEEDING GUMS
PERIDONTAL DISEASE	INFLAMMATION OF GUMS; ADVANCED CASE OF GINGIVITIS	ACCUMULATIONS OF BACTERIAL PLAQUE AND CALCULUS ON TEETH; IMPROPER BRUSHING AND FLOSSING; FAILURE TO CLEAN PLAQUE FROM GUMLINE; POOR DIET	MOUTH BREATHING; PUS ALONG GUMLINE; BAD BREATH; HORMONAL IMBALANCE; BLEEDING GUMS; TOOTH LOSS; BONE LOSS
ABSCESSES	COLLECTION OF PUS IN THE TISSUES	BACTERIA -CAUSED INFECTION AS A RESULT OF TOOTH DECAY	VERY PAINFUL; SWOLLEN GUMS; INFECTION MAY SPREAD TO OTHER PARTS OF THE BODY
MALOCCLUSION	BAD BITE; UPPER AND LOWER TEETH DO NOT COME TOGETHER CORRECTLY	INHERITED--TOOTH SIZE AND JAW STRUCTURE; ENVIRONMENT--THUMB SUCKING, LIP BITING, CHEEK SUCKING	IMPROPER CHEWING; FACIAL DEFORMITIES LEADING TO EMOTIONAL DISTURBANCES; SPEECH DEFECTS; GUM DISEASES
ORAL CANCER	LESION OR ABNORMAL GROWTH THAT WILL NOT HEAL	LIP BITING; TAKING IMPROPER CARE OF TEETH; LEUKOPLAKIA (WHITE SPOTS ON LIPS, PALATE, OR INSIDE CHEEKS) IS ASSOCIATED WITH SMOKING, CHEWING TOBACCO, OR USING SNUFF	UNHEALED SORES ON LIPS, GUMS, OR INSIDE MOUTH; UNEXPLAINED NUMBNESS IN ANY PART OF THE MOUTH; BLEEDING IN MOUTH FROM NO APPARENT CAUSE

DENTAL HEALTH SITUATIONS

Handout

Situation 1:

Jim enjoys watching baseball games on television, and he also plays on the local baseball team. He has been hearing commercials about smokeless tobacco, especially chewing tobacco. The commercials emphasize "that it helps you to relax." One or two of Jim's teammates have started using chewing tobacco, and they have offered it to him when they have been together. Jim has refused because he thinks of his uncle who had part of a lip removed due to oral cancer. Lately, Jim has begun to feel left out of the group. He is considering buying his own chewing tobacco and joining in with his friends. What decision should Jim make?

Situation 2:

Susan chews gum from the time she gets up each morning until bedtime. She says it curbs her appetite, and so she usually just drinks a soft drink and eats a pack of cookies for lunch. Many times she forgets or neglects to brush and floss her teeth before bedtime. She was surprised when she had three cavities at her last dental check-up. What would you recommend to Susan?

STRESS SITUATION CARDS

Handout

Situation 1:

John is a student of average ability. He is very motivated and self-disciplined in relation to his school assignments. John's parents demand that he maintain an A or B average in all of his subjects. As the school year progresses, John's teachers and the subjects he is taking are becoming progressively more difficult for him. John is worried that his grades will not meet expectations. He is spending more and more time worrying about his grades and his parents' reaction if he makes a grade lower than a B. What can John do to relieve this pressure?

Situation 2:

Leslie has always been able to eat food with total disregard to gaining weight. She is finding that she can no longer eat the between-meal snacks or the high calorie content foods she enjoys without gaining weight. She has always been thought of by her friends as having the perfect figure. Leslie is afraid that she is going to become fat and that her friends will no longer like her. It seems the more she worries about her weight, the hungrier she becomes. What can Leslie do to change this stressful situation?

Situation 3:

Ronald is a handsome young man, well liked by the students in his class, and often referred to as the "life of the party." Ronald spends a great deal of time with his older brother and his brother's friends. Most of the group smoke, and they are pressuring Ronald to join the group to be "cool" and smoke. Ronald does not want to become addicted to cigarettes, but he wants to be accepted by the older group. What can he do to relieve the pressure of this situation?

THE BODY'S NATURAL DEFENSE SYSTEM

1. The body's defense mechanisms are as follows: skin, mucous membrane, blood, and antibodies.

2. The skin is the largest organ in the body. The top layer is called the epidermis. It provides a means of preventing bacteria from entering the body. The epidermis is composed of numerous cells that are not alive. These cells are continually replaced. When dead cells are removed, the living cells underneath die and replace the outer cells.

   The body continuously makes new epidermal cells so that the body is never without the protective covering. A break in the skin becomes a weak spot in the first line of defense against disease-causing organisms.

3. Mucous membranes of the body contain bacteria-killing chemicals and serve as a protective lining to trap and destroy disease-causing organisms invading the body.

   The entire respiratory tract is lined with a mucous membrane that has cilia (fine, short hairs). The cilia move back and forth to prevent bacteria from lodging in the lungs. If the disease-killing organism gets past the nose or the mouth, the mucous increases to eliminate or trap the material. Coughing moves the mucous along and assists in eliminating organisms from the body.

4. The blood is made up of different types of blood cells. Red blood cells, erythrocytes; white blood cells, leukocytes; platelets, and thrombocytes. White blood cells serve as defense mechanisms by rushing to an area of the body that is injured to engulf and destroy bacteria. The white blood cell count is elevated when bacteria is present in the body.

5. Antibodies are formed from white blood cells which become plasma cells when disease-causing organisms enter the body. The plasma cells then produce antibodies. Antibodies can combine with viruses to prevent invasion of healthy cells.

There are many types of antibodies. However, each type acts against only one type of disease-causing organism. Many diseases can be contracted only once due to the antibodies produced during an illness. The antibodies are developed to help the body combat diseases which may try to invade the body again.

6. Proper diet and exercise help the body function efficiently and cause the immune system to remain strong.

CONTINUUM OF DEVELOPMENT OF DISEASE

Handout

AT FIRST

1. May not appear sick
2. May have trouble with thinking and remembering
3. Can infect others

SOME TIME LATER

1. May develop these symptoms:

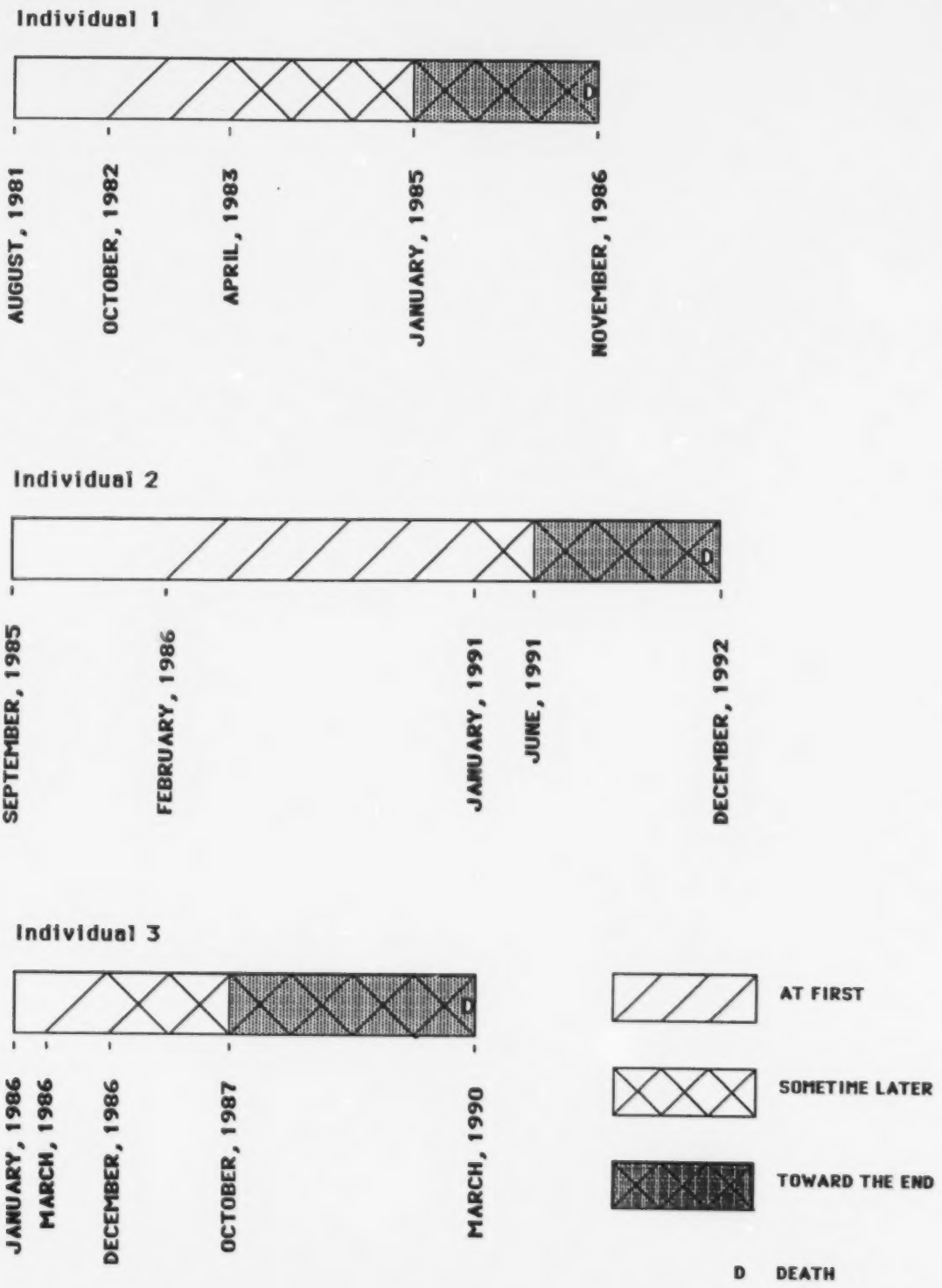
   Loss of appetite
   Weight loss
   Fever
   Night sweats
   Skin rashes
   Diarrhea
   Tiredness
   Swollen lymph nodes

2. Develop trouble with thinking and remembering
3. Can infect others
4. May get much worse
5. Can die

TOWARD THE END
(full-blown AIDS)

1. May have a rare or unusual kind of pneumonia
2. May have a rare kind of cancer
3. May lose memory with the chance of developing severe mental disorders
4. Can infect others
5. Will end in death

CONTINUUM OF DEVELOPMENT OF DISEASE
Chart



SAFE AND UNSAFE BEHAVIORS
HANDOUT

SAFE

- Donating blood
- Tutoring a student who has AIDS
- Being served restaurant food prepared by an AIDS infected person
- Visiting in a hospital where there are AIDS patients
- Dancing close together
- Kissing with a closed mouth
- Swimming in a pool
- Hugging a person who has AIDS
- Taking care of a brother or sister who is infected with the AIDS virus
- Drinking from a public water fountain
- Playing with pets that have been around the AIDS virus

UNSAFE

- Engaging in sexual activity with an infected person
- Engaging in IV drug abusing behavior
- Receiving blood from an infected person, usually through a blood transfusion
- Transmitting AIDS from an infected mother to a baby before or during birth
- Sharing needles with drug addicts

FAMILY PLANNING SITUATIONS

SITUATION 1:

Tom and Jane both work. After all bills are paid, they have very little cash left. Presently they are unable to save any money. They are thinking about starting a family soon. Tom has been wanting to take a vacation, but he feels they cannot afford it. What suggestions could be offered to Tom and Jane concerning family planning? What advantages or disadvantages could result from family and/or financial planning?

SITUATION 2:

The Herman family consists of five family members. The three children are all in school. Their house is just the right size for a family of five. However, Mr. Herman's elderly mother has to move in with them. How may the Herman family deal with the situation? Would pre-planning help, or what kind of planning might be necessary to help everyone cope with the situation?

SITUATION 3:

Mary and Mike Noles both work outside the home. Their children, ages 10 and 14, go home after school, prepare their homework, and play with the next-door neighbors. A neighbor checks on them for the Noles. A half hour before the parents come home, the children have a responsibility for chores: taking out the trash, doing the laundry, and/or making initial preparations for dinner. What kind of planning must be done?

WHAT IF . . .
HANDOUT

1. A grandparent has a heart attack and is in critical condition.

2. The mother of a twelve-year old is going to have a baby.

3. A classmate is seriously ill.

4. A mother decides to marry after three years of being divorced.

5. A family who has lived at the same place for ten years must move to another state because the father changes jobs.

6. A new step-brother comes to live in the house.

7. A father must travel on his job and only be home on weekends.

8. An older sister decides to get married.

9. A sister has epileptic seizures.

10. A favorite pet dies.

BEHAVIORS CHART
HANDOUT

RESPONSE STYLES	
PASSIVE	
VERBAL BEHAVIOR	**NON-VERBAL BEHAVIOR**
Don't let others know what your rights are Do whatever anyone else wants you to do Let others get away with things you don't like	Show poor posture Speak softly Look nervous Don't make eye contact Sound unsure
AGGRESSIVE	
VERBAL BEHAVIOR	**NON-VERBAL BEHAVIOR**
Disregard the rights of others Make other people feel bad Don't follow through with your responsibilities to others	Present a stiff body Speak loudly Sound angry or sarcastic Stare
ASSERTIVE	
VERBAL BEHAVIOR	**NON-VERBAL BEHAVIOR**
Declare your own rights, feelings & beliefs Respect the rights of others Don't let others push you into doing something you don't feel is right Follow through with your responsibilities to others	Stand up straight Have good eye contact Speak clearly Sound confident & calm Leave undesirable situation

CLASSIFYING BEHAVIORS

SITUATION 1:
A friend is attempting to persuade peers to shoplift merchandise in a department store.

a. "That's a really dumb thing to do. I'm not wasting my time with you."
b. "I know it's wrong and I'm not doing it."
c. "I'll wait for you outside."

SITUATION 2:
Students are offered an illegal substance at a school function.

a. "Well, I might try it later."
b. "Look, I don't want to scramble my brains!"
c. "Don't you watch anything on t.v. that tells you this stuff will kill you?"

SITUATION 3:
A friend is attempting to persuade a peer to assist him on an exam.

a. "I spent a lot of time studying for this test. Why didn't you?"
b. "I don't know the answers either!"
c. "You dumb jerk! Do you want to get me into trouble?"

SITUATION 4:
A visually-impaired student is always late to class, and the class bully teases her.

a. "What if she was your sister? How would you feel?"
b. "Let's don't make fun of her!"
c. Everyone laughs at the student.

SITUATION 5:
A student who is small in stature is ridiculed when he tries out for football.

a. Go along with the crowd.
b. Make friends with the student and encourage him.
c. Tell the others that at least he tries.

CLASSIFYING BEHAVIORS KEY

SITUATION 1:
A friend is attempting to persuade peers to shoplift merchandise in a department store.

(aggressive)	a.	"That's a really dumb thing to do. I'm not wasting my time with you."
(assertive)	b.	"I know it's wrong and I'm not doing it."
(passive)	c.	"I'll wait for you outside."

SITUATION 2:
Students are offered an illegal substance at a school function.

(passive)	a.	"Well, I might try it later."
(assertive)	b.	"Look, I don't want to scramble my brains!"
(aggressive)	c.	"Don't you watch anything on t.v. that tells you this stuff will kill you?"

SITUATION 3:
A friend is attempting to persuade a peer to assist him on an exam.

(assertive)	a.	"I spent a lot of time studying for this test. Why didn't you?"
(passive)	b.	"I don't know the answers either!"
(aggressive)	c.	"You dumb jerk! Do you want to get me into trouble?"

SITUATION 4:
A visually-impaired student is always late to class, and the class bully teases her.

(aggressive)	a.	"What if she was your sister? How would you feel?"
(assertive)	b.	"Let's don't make fun of her!"
(passive)	c.	Everyone laughs at the student.

SITUATION 5:
A student who is small in stature is ridiculed when he tries out for football.

(passive)	a.	Go along with the crowd.
(aggressive)	b.	Make friends with the student and encourage him.
(assertive)	c.	Tell the others that at least he tries.

DAMAGING EFFECTS OF SUBSTANCE ABUSE	
PSYCHOLOGICAL	• SEE AND HEAR THINGS NOT THERE • DEPENDENCE
PHYSIOLOGICAL	• DEPENDENCE • SLOWER REACTION TIME • THINKING PROCESS DISTORTED • DEATH MAY RESULT
ECONOMIC	• EASY ACCESS TO DRUGS OR TOBACCO • CRIMINAL ACTS COMMITTED TO OBTAIN MONEY
SOCIAL	• WITHDRAWAL FROM FRIENDS • ASSOCIATION WITH DRUG DEALERS • SEPARATED FROM NON-SMOKERS
PERSONAL	• UNKEMPT APPEARANCE • LINGERING AROMA ON SMOKERS
CAREER GOALS	• UNABLE TO COMPLETE SCHOOL • UNABLE TO HOLD A JOB
VARIABLE INDIVIDUAL REACTIONS	• MAY BE VIOLENT • MAY DEVELOP SERIOUS ILLNESSES

MY SOLUTION TO THE DRUG PROBLEM

CONTROLLED SUBSTANCE: _____

There are three major reasons I will not try _____ .

1. The most important reason is _____

   _____

   _____ .

2. The next most important reason is _____

   _____

   _____ .

3. Another reason for avoiding _____ is

   _____

   _____ .

When I am pressured to try _____, I will

_____

_____ .

WAYS TO SAY 'NO'

1. AVOID SITUATIONS WHERE HARMFUL SUBSTANCES MAY BE INVOLVED.

2. STAY AWAY FROM USERS.

3. WHEN CONFRONTED WITH USE, STATE OBJECTIONS.

4. WALK AWAY.

5. SIMPLY SAY "NO."

DRUG USE AND ABUSE SITUATION CARDS

Situation 1:

Stan is quiet, shy, and spends considerable time alone. He has tried to make friends but has failed to be accepted by his peers. Tim is popular, and everyone would like to be his friend. Tim asked Stan if he would like to join his club. Stan was excited about the offer. Tim told him that the only way he could become a club member was to become a smoker. Stan should . . .

Situation 2:

Lisa and Mary have been friends for a long time. Lisa's family moved away, and Mary felt lonely. She has looked for opportunities to make new friends and to be accepted by the "in crowd." The group with which Mary wants to be associated often smokes and experiments with alcohol and marijuana. When Mary was finally invited to a party, several peers offered her vodka. Mary decided to . . .

Situation 3:

Robin always admired the clothes, jewelry, and shoes of her wealthy peers. She realizes her family is unable to buy expensive things. Robin's neighbor, Larry, recently bought new clothes and a big gold chain. Robin asked him how he could afford the new items. Larry assured her that he could get her a job that would provide enough money to buy whatever she wanted. Robin wanted to know more. Larry asked Robin to meet him after school to make a delivery for him. Robin should . . .

DRUGS AND THE LAW QUIZ

Fill in the blanks with one of the words listed below to make the sentences true statements.

enforced	**drunk**	**twenty-one**
alcohol	**marijuana**	**cigarettes**
prescription drugs	**illegal**	**judge**
probation officers	**illegal drugs**	**laws**
juvenile detention facility		

1. The law says you must be _____ to purchase or drink alcohol.

2. It is against the law for a store merchant to sell _____ to anyone under the age of 19.

3. A _____ _____ _____ is a place where children can be sent if they are caught using an illegal substance.

4. _____ _____ are against the law to take if your doctor has not prescribed them for you.

5. If you are caught with _____ _____ you can be convicted, sent to jail, sent to a juvenile detention facility, and/or fined.

6. A _____ may decide what happens to you, in a court of law, regarding your illegal use of drugs.

7. _____ _____ monitor the sentencing of a drug user.

8. _____ are made to help maintain societal order and help keep us safe.

9. Laws are for our protection and society's protection and are _____ by police officers, judges, and probation officers.

DRUGS AND THE LAW QUIZ KEY

1. twenty-one
2. cigarettes
3. juvenile dentention facility
4. prescription drugs
5. illegal drugs
6. judge
7. probation officers
8. laws
9. enforced

HEALTH PRODUCTS AND SERVICES

Situation 1:

Mrs. Kee has been a patient of Doctor Kim for 15 years. She recently had surgery on her ankle and, as a result, suffered much pain. Dr. Kim prescribed a pain pill to be taken only when needed. Mrs. Kee made an appointment the next week with another doctor. He examined her ankle and prescribed pain medication. As a result, Mrs. Kee had more than enough pain pills. When the pills were almost gone, she revisited each doctor and obtained another prescription.

Situation 2:

A television advertisement states that use of this pain killing product containing aspirin will prevent heart attacks and strokes. Mrs. Vulnerable who has a history of stomach ulcers has decided to take this product daily.

Situation 3:

Mrs. Sickley enjoys telling others how she feels and describing her past and current ailments. She often visits people and is interested in talking about new diseases. Mrs. Sickley feels that she has every new disease or virus. Mrs. Sickley goes to the doctor frequently; and when no illness is discovered, she finds another doctor to visit. She has several complete check-ups annually.

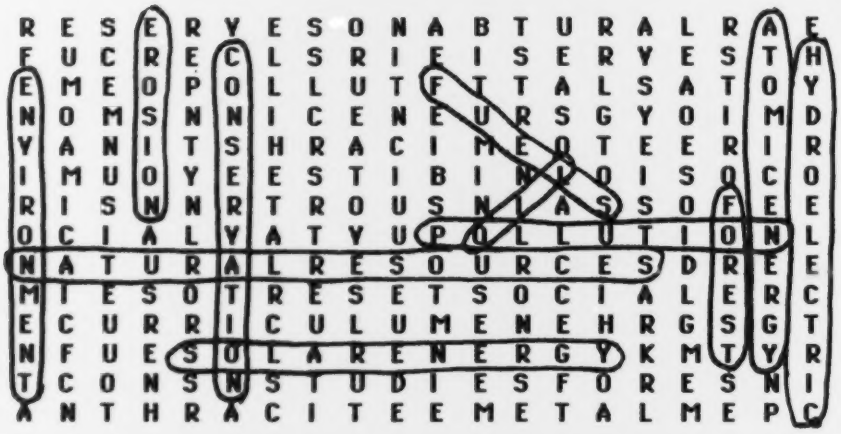
NATURAL RESOURCES PUZZLE

Hidden in the puzzle below are words related to natural resources. The words may appear horizontally, vertically, or diagonally. Use the clues to help find the words. Circle each word and write it in the blank to the left of the clue.

R E S E R V E S O N A B T U R A L R A E
F U C R E C L S R I E I S E R V E S T H
E M E O P O L L U T F T T A L S A T O Y
N O M S N N I C E N E U R S G Y O I M D
Y A N I T S H R A C I M E O T E E R I R
I M U O Y E E S T I B I N L O I S O C O
R I S N N R T R O U S N I A S S O F E E
O C I A L Y A T Y U P O L L U T I O N L
N A T U R A L R E S O U R C E S D R E E
M I E S O T R E S E T S O C I A L E R C
E C U R R I C U L U M E N E H R G S G T
N F U E S O L A R E N E R G Y K M T Y R
T C O N S N S T U D I E S F O R E S N I
A N T H R A C I T E E M E T A L M E P C

1. _____ planned management of a natural resource
2. _____ power that comes from the sun
3. _____ the contamination of an environment with human-made waste
4. _____ surroundings
5. _____ materials supplied by nature
6. _____ another name for "lots of trees"
7. _____ natural gas, petroleum, coal
8. _____ energy from uranium
9. _____ power created by moving water
10. _____ another name for petroleum
11. _____ the loss of soil

NATURAL RESOURCES PUZZLE KEY



1. CONSERVATION — planned management of a natural resource
2. SOLAR ENERGY — power that comes from the sun
3. POLLUTION — the contamination of an environment with human-made waste
4. ENVIRONMENT — surroundings
5. NATURAL RESOURCES — materials supplied by nature
6. FOREST — another name for "lots of trees"
7. FUELS — natural gas, petroleum, coal
8. ATOMIC ENERGY — energy from uranium
9. HYDROELECTRIC — power created by moving water
10. OIL — another name for petroleum
11. EROSION — the loss of soil

ENERGY CONSERVATION INTERVIEW

1. What rules have been established regarding the use of lights in the home/school?

_____
_____
_____
_____

2. What guidelines do you use when selecting light bulbs for specific lamps and ceiling lights?

_____
_____
_____
_____

HOT WATER HEATERS/HOT WATER FAUCETS

3. Discuss any rules in the home/school regarding the setting of temperature controls of the hot water heater.

_____
_____
_____
_____

4. Let's inspect all hot water faucets in the home/school. If dripping hot water faucets are found, what is the cause? How can the leaking faucet be corrected? Record below any plan for avoiding dripping hot water faucets.

_____
_____
_____
_____

HEATING/COOLING SYSTEMS

5. Describe any rules in the home/school regarding heating. How is the building heated? How is the temperature regulated? If there is a thermostat, how is it set during the day and at night? Record findings below.

_____
_____
_____
_____

6. Describe any rules in the home/school regarding cooling. How is the building kept cool during the summer months? How is the temperature regulated? If there is a thermostat, how is it set during the day and at night? (Record findings below.)

_____
_____
_____
_____

INSULATION

7. What practices are followed when providing proper insulation for the home/school? Does the home or school have insulation and/or storm doors and windows? Explain how these practices help conserve energy. (Record findings below.)

_____
_____
_____
_____

8. Are there any energy conservation measures used by you that are not covered in the previous questions? If yes, please describe.

_____
_____
_____
_____

HEALTH - 6
OUTCOMES DOCUMENT

I. GROWTH AND DEVELOPMENT

1. Explain how genes and chromosomes influence individual differences.

- color of hair and eyes
- height
- facial features
- body shape

2. Explain the relationship between the circulatory system and each of the other systems in the body.

- respiratory
- digestive
- nervous
- skeletal
- endocrine
- excretory
- muscular
- reproductive

II. INFLUENCES ON HEALTH

3. Explain the results that common dental health problems could have on physical and emotional health.

- dental health problems
  - tooth decay
  - gingivitis
  - malocclusion
  - peridontal disease
  - abscesses
- physical and emotional health
  - digestive problems
  - sleep problems
  - emotional and/or social problems

4. Relate the effects of certain factors to various environments and their inhabitants.

- inhabitants of various environments
  - animals
  - human beings
  - plants
- types of pollution
  - air
  - water
  - litter
  - noise
- changes in weather
- methods of transmitting germs, bacteria and viruses
- susceptibility to disease

5. Describe the probable causes and the symptoms of the following chronic and degenerative diseases: emphysema, cancer, cardiovascular diseases, epilepsy, cerebral palsy, and sickle cell anemia.

6. Describe infections in terms of their causes and means of transmission.

- caused by bacteria
    - sore throat
    - tuberculosis
    - smallpox
- caused by viruses
    - colds
    - pneumonia
    - AIDS
- means of transmission
    - skin
    - mouth
    - body fluids
    - wounds/break in skin
    - respiratory passages

7. Determine how the body's defense system deals with certain infections and/or diseases.

8. Describe the methods of transmission, symptoms, harmful effects, and recent statistics regarding the AIDS virus.

- methods of transmission
    - various means
    - not by casual contact
- symptoms throughout development of AIDS
- harmful effects
    - on the individual
    - on society
- recent statistics
    - local
    - state
    - national

9. Discuss the relationship among the functions of the major nutrients, the recommended daily allowances of the four basic food groups, and the role of calories.

10. Describe the relationship between improper diet and health problems.

- cardiovascular disease
- mental problems
- orthopedic problems
- dental problems
- obesity
- blood pressure problems

11. Relate the types and amounts of food eaten in different countries throughout the world.

- Africa - Mexico - USA - Far East - European countries

12. Relate negative and positive aspects of diet and exercise to health conditions.

- health conditions
    - obesity
    - deficiency diseases
    - physical activity
    - life expectancy
    - susceptibility to disease

- negative aspects
  - improper diets
    - protein diet
    - crash diet
    - carbohydrate diet
    - fasting
    - fast foods
    - diets of specific foods
    - nutritive supplements
    - food fads
    - improper exercise
    - lack of exercise
- positive aspects
  - proper exercise
  - balanced diet

III. RESPONSIBLE CONSUMERISM

13. Explain the needs for and the responsibilities of various health agencies that provide health services.

- federal agencies
  - Better Business Bureau
  - American Medical Association
  - Mental Health Association
  - Food and Drug Administration
- state agencies and responsibilities
  - Alabama Public Health Department
  - County Health Department
- potential problems that could arise without agencies' existence

14. Describe the many factors that influence the selection of health information, services, and products.

- acceptance by American Medical Association
- quality documented by Food and Drug Administration
- inspection records by health officials
- quality control procedures
- consumer influence
- advertising
- superstition
- attitudes
- emotions
- appearance

15. Relate questionable and indiscriminate use of health products or services to consequences of health.

16. Describe the practices necessary for the proper care of teeth and gums.

- brushing and flossing teeth regularly
- proper method of brushing teeth
- regular dental check-ups
- prompt correction of dental problems
- water flouridation
  - prevention of tooth decay
  - inexpensive and safe

17. Discuss safe and unsafe practices as they relate to the transmission of the AIDS virus.

18. List foods that comprise a nutritionally balanced diet.

19. Discuss an infant's need for proper care both before and after birth.

- proper diet
- adequate sleep and rest
- periodic check-up by physician
- no alcohol, drugs, or smoking by expectant mother

20. Describe methods by which environmental health problems can be improved or alleviated.

- community clean-up projects
- initiation of legislation
- education of individuals
- regulation enforcement

21. Understand the need to conserve natural resources and to practice conservation of energy in the home and the school environments.

- need for conservation of natural resources
  - home environment
  - school environment
- ways to conserve natural resources
  - school environment
  - home environment
- rules to conserve natural resources

22. Discuss the advantages and disadvantages of family planning.

23. Describe situations that might require assistance in order to deal effectively with feelings and emotions.

- situations
  - divorce
  - death
  - physical abuse
  - mental abuse
- assistance
  - responsible adult
  - procedures for reporting

24. Explain why laws, rules, and penalties are used as guidelines to govern harmful behavior.

25. Explain the relationship between weight control and nutritional labeling in determining a balanced diet.

- safe methods for weight control
- nutritional labeling
  - nutrients
  - additives
  - preservation
  - calories

26. Describe proper procedures and general rules for emergency care.

- proper procedures
  - first aid for medical emergencies
  - CPR administration
- emergencies
  - general
  - medical

- accidents
  - causes
  - types and frequency
  - results of occurrence

27. Explain safety rules and measures appropriate for a variety of situations.

    - situations
      - using electrical appliances
      - using motorized equipment
      - severe weather

28. Evaluate the long-term damages on an individual who uses or abuses substances.

    - psychological
    - physiological
    - economic
    - social
    - personal
    - career goals
    - variable individual reactions

29. Evaluate health in terms of standards of physical, mental, and social health rather than in terms of absence of disease and/or infirmity.

IV. COPING STRATEGIES

30. Demonstrate the need to conserve energy by practicing rules for energy conservation.

31. Critique hypothetical situations, focusing on the roles, responsibilities, relationships, and adjustments of family members to each other.

    - family members responsible to each other
      - parent and/or guardians
      - brothers, sisters
      - grandparents
      - persons related by marriage
      - aunts/uncles/cousins
    - family roles
      - implementation and responsibilities of different tasks/jobs performed by each family member
    - events which necessitate adjustments by family members
      - illness
      - births
      - deaths
      - financial crises
      - marriage
      - divorce

32. Develop a plan to identify and report cases of abuse to a responsible adult.

- types of abuse
  - mental
  - physical
  - emotional
- the reporting of abuse to a responsible adult
  - physician
  - nurses
  - ministers
  - social workers
  - teachers
  - parents

33. Practice making decisions through use of a specific technique.

- identify the problem
- gather information
- analyze data
- draw conclusions
- arrive at a solution
- evaluate results
- repeat technique if solution is not satisfactory

34. Devise a personal plan for dealing positively with stressful factors based on personal interests, values, and physical characteristics.

- definition of stress
- signs and effects of stress
  - increased hormone secretions
  - heightened pulse rate
  - excitability
  - changes in behavior
  - excessive perspiration
  - nervousness
- benefits of mild stress
- avoidance of excessive stress
- procedures for coping positively with stress
  - physical exercise
  - relaxation exercises
  - appropriate temporary "escape mechanisms"
  - effective communication
  - hobbies

35. Demonstrate the acquisition of desirable qualities that promote a positive self-concept and which are essential in getting along with other people.

- definition of self-concept
- individual differences (advantages)
  - appearance
  - personality
  - behavior
  - intelligence
- desirable qualities
  - friendliness
  - good humor
  - firmness
  - attractive appearance
  - honesty
  - integrity
  - dependability

- results of positive self-concept
  - •positive growth
  - •learning
  - •personal responsibility
  - •human relationships
  - •mental health

36. Demonstrate positive behavior in relationships with others.

- factors of positive behavior
  - • open communication
  - • resistance to peer pressure
  - • search for positive solutions
  - • growing up
  - • acceptance of new roles
- factors with influence negative behavior
  - • physical problems
  - • personal problems at home or school

37. Practice behaviors that demonstrate a positive attitude toward personal nutrition.

- a balanced diet
- a positive instead of negative weight-control program
  - • positive: calorie counting, exercise, balanced diet
  - • negative: protein diets, carbohydrate diets, crash diets, fasting
- evaluate factors which influence food choices
  - • influence of advertising
  - • today's lifestyles
  - • appearance of foods
  - • peer pressure
  - • desire for attractive personal appearance

38. Devise solutions to problems caused by the use/abuse of controlled substances.

- problems
  - • psychological
  - • physiological
  - • economic
  - • social
  - • personal (in the home, school, church, and community)

39. Devise strategies for dealing with peer pressure.

- define peer pressure
- know means by which individuals are pressured by peers
- recognize the variety of effects of peer pressure (conviction of individuals, lack knowledge, desire to belong)
- demonstrate the ability to say "no" to participation in undesirable activities

APPENDIX A

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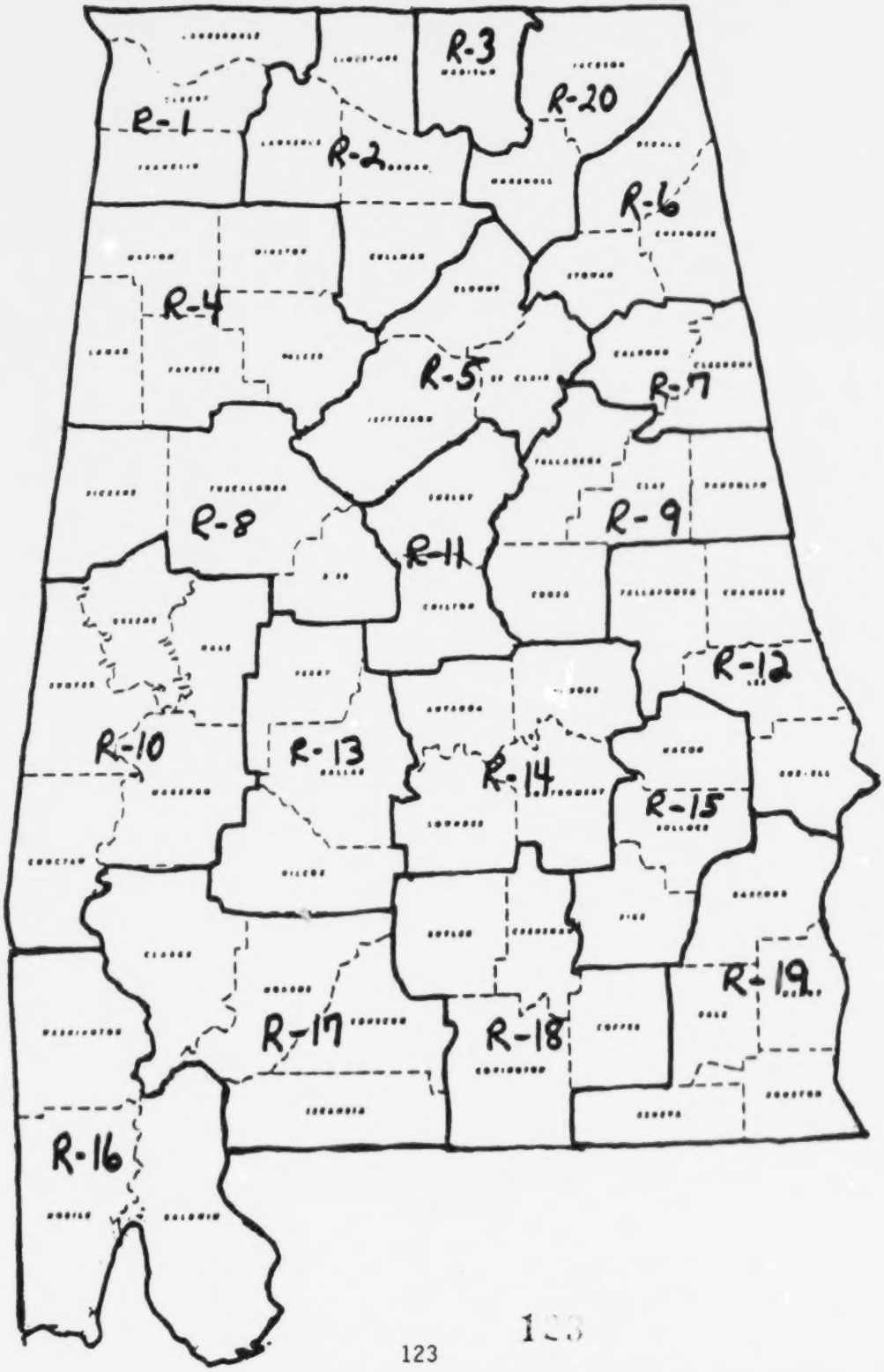
COMMUNITY ALLIANCE NETWORK REGIONS



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